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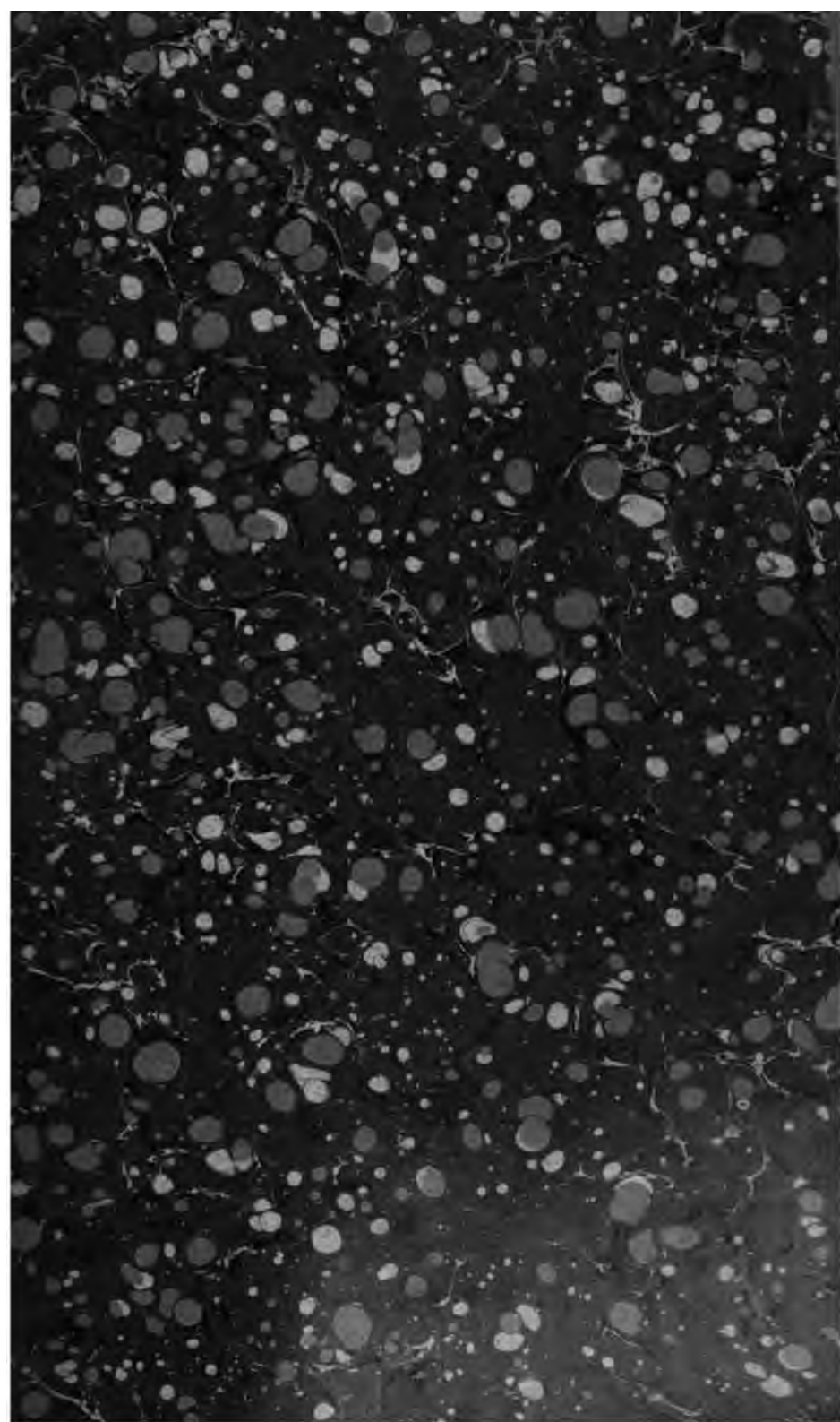
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THE

HISTORY OF EDUCATION

IN

LOUISIANA

BY

EDWIN WHITFIELD FAY, A. M., PH. D.

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## Chapter I.

### INTRODUCTORY.

#### COLONIZATION OF LOUISIANA.

A sketch of the rise and progress of education in Louisiana needs for its right understanding some comprehension of the peculiar environment that obtained there in earlier times. Colonization in Louisiana was not the effort of settlers who had come with their families to live, thrive, and prosper in a new land; it was, at the first, the incursion of bands of adventurers, come to get gold and silver quickly and be off again. And so the school was not such an element in the count as with the Puritans, who made permanent homes from the very start. But the race that started the schools so soon was certainly not the great exploring race. The English colonies, though in the climate most suitable for advancing exploration, were at first contented with no very great reach of territory from the Atlantic slopes. The French on the north had quite outstripped them with their explorations westward, and the Spaniards to the south, under De Soto, had pushed their adventures very far in the same direction. It was left for the French, under Robert Cavalier de La Salle, to pass down the Mississippi River to its mouth, and so completely encircle on land the English colonies. It has been characteristic of the English, however, where other men have labored, to enter into the fruit of their labors. If not the adventuring race, for this portion of the continent at least, the race that early established its schools has proven to be the possessing race.

#### LA SALLE.

Robert Cavalier de La Salle was born at Rouen, and was educated at one of the establishments of the Jesuits in France. While but a lad he went to Canada, where his services in exploring the Great Lakes must have been considerable, for on his return to France, in 1675, he was rewarded with a patent of nobility. On May 12, 1678, the King signed letters patent commissioning La Salle to go on with his discoveries. The signature of the great Colbert, for whom the upper Mississippi had already been named, was on this document. Later in the same year the governor of Canada gave a further authorization to the projected explorations. Some time was required for preparation, and it was not until August 11, 1681, that La Salle and his party set

forth. A rather minute account of the journey, written by the Sieur de Tonty, La Salle's gallant lieutenant, is still extant. Before the lapse of a year the mouth of the river was reached, and La Salle took possession in the name of the French King. He returned almost immediately and went to France to fit out an expedition for colonizing the region. He succeeded in equipping four vessels, with which he set sail from Rochelle on the 24th of July, 1684. The entire number of his party was 280, 100 being soldiers. For this voyage also La Salle had a historian in the person of Joutel, who has written a very full account of it. By some mischance the ships landed too far to the west, and before it was possible to get back to the mouth of the river La Salle was murdered by one of his companions in a lone Texas wilderness. The colony then came to nothing, but a few members of it made their way back to Canada.

#### D'IBERVILLE.

It was not until 1698, fourteen years later, that D'Iberville set out from France to make the second attempt at colonizing Louisiana, for that was the name given to the newly discovered land in the valley of the river. On this voyage D'Iberville and his brother, Bienville, reached the mouth of the river and made considerable explorations about it and the lakes, but finally settled on a white sand bank some distance to the east of its mouth. D'Iberville returned to France with the fleet May 4, 1699, leaving the colony in charge of his brother Sauvolle.

#### ENGLISH TURN.

The English had also set their eyes on the Mississippi, and later in the same year, Bienville, the other brother of D'Iberville, met an English captain, Barr, in the river with his fleet. He told Barr that the river he was in was not the Mississippi, and succeeded in dispatching him farther to the west. The bend of the river from which Barr turned back is known to this day as the English Turn.

#### SLOW DEVELOPMENT.

On Barr's vessel was a French engineer, Secor by name, who forwarded to the King of France a petition to grant religious liberty to the settlers in Louisiana, and pledged himself to bring 400 families to the settlements on the Mississippi. This application was refused, and Louisiana was thus early robbed of an accession of strength it could ill afford to lose, and which England or the English colonies must have acquired. D'Iberville had, to be sure, brought over more colonists in 1699 and 1701, but the growth of the colony was slow. The French were for a long time full of the notion that minerals would prove the source of sudden wealth to them, and the settlers wasted their efforts in such a vain search instead of trying to really occupy the land and follow agriculture. Sauvolle was dead and Bienville, a

youth of 20, was governor of the colony. A party had been formed to represent La Salle's interest and was continually intriguing against the youthful Bienville. In 1707 he was removed from office, but the newly appointed governor died on the way to Louisiana, and Bienville was left in command. In 1712 he was degraded to the post of lieutenant-governor by Crozat, who had farmed the province, but when, in 1718, Lows Bank, of France, superseded Crozat in the administration of the province, Bienville again took charge. The following year was a period of hostilities between France and Spain, and Bienville signaled himself by the successful prosecution of the struggle in Louisiana. When peace was restored considerable numbers of emigrants from France and Germany began to pour in. This late growth might well have begun earlier had it not been for the unsettled conditions due to the troubles about administering the colony. The site of the colony had never given satisfaction, and Bienville finally determined to remove it to the banks of the Mississippi. In 1718 a site was selected for the new settlement, but a removal could not be effected until 1722 or 1723. About this time Father Charlevoix, a Jesuit priest, was making a tour of the French colonies in the New World, and came to New Orleans, for this name had been given the new seat of government, in 1722. He has, fortunately, written an account of the town as it then appeared, and we can see how slight had been the material growth of the colony:

If the 800 fine houses and the five parishes which the newspapers gave it some two years ago are reduced at present to a hundred barracks placed in no very great order; to a great storehouse built of wood; to two or three houses which would be no great ornament to a village of France, and to the half of a sorry storehouse which they agreed to lend to the lord of the place, and which he had no sooner taken possession of but they turned him out to dwell in a tent; what pleasure, on the other hand, to see insensibly increasing this future capital of a fine and vast country, and to be able to say—not with a sigh like the hero of Virgil, speaking of his dear native place, consumed by the flames, and the fields where the city of Troy had been, but full of a well-grounded hope—this wild and desert place, which the reeds and trees do yet almost wholly cover, will be one day, and perhaps that day is not far off, an opulent city and the metropolis of a great and rich colony.\*

The year before a census of the colony had been taken, and the white population did not number more than 5,500 souls.† If it be taken into account that these inhabitants were settled over areas several hundred miles apart it will be seen that there was not likely to be much call for any sort of education beyond the modicum that individual mothers may have been able to impart.

#### THE URSULINES.

It was but a very few years, however, before the first educational impulse reached Louisiana with the arrival, in 1727, of several Ursuline

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\* French's Hist. Coll. of Louisiana, III, p. 171.

† Gayarré, *History of Louisiana*, I, p. 274.

nuns, under charter with the "Company of the Indies," to care for the hospital in New Orleans and educate young girls. We shall see later (p. 125) with what enthusiasm the sisters were received, so that in their journey up the river, before they had reached the city, they were besieged with applications to admit young girls as boarding pupils.\*

#### CHARITY HOSPITAL.

To the philanthropic mind it must afford a sincere pleasure to know that the hospital thus established at the very foundation of New Orleans has continued until now, and the Charity Hospital is to-day the most important establishment of the kind in the entire Mississippi Valley, and is well adapted to the demands of the most modern investigation and medical practice. We may be sure also that the stream of education has flowed on, though at first a mere trickling rivulet, now and again slow, like the sluggish bayou of Louisiana that seems to the eye a mere stagnancy; but, deepening and widening, the stream has flowed and will flow to reach, let us hope, a volume and a current like the Mississippi's own.

#### A STEP BACKWARD.

A census of the colony taken in 1724, three years before the nuns came over, shows that not only had there been no advance but rather a considerable retrogression. No wonder; the French system of colonization was vicious in the extreme, for those crops which were grown in France were forbidden to be raised in the new settlements. In a very few years the population had dwindled to about 1,700 whites, but the blacks had increased to 3,300.† Troubles, too, were brewing with the Indians, and the upshot of all this was the massacre at Fort Rosalie, an outbreak that put the colony into great jeopardy.

#### CAPUCHINS AND JESUITS.

We have seen that the Ursulines came over in 1727, and with them were a company of Jesuits.‡ There is no record of any educational work undertaken by them, as far as can be learned. Louisiana was under the spiritual direction of the Capuchins, and a member of the Jesuit order has informed the writer that they enjoyed only temporary lodgment in New Orleans in passing to and from their missions among the Indians to the westward. It is affirmed, moreover, in "The Ursulines in Louisiana," page 4, that Father Cecil, a Capuchin monk, was the first person engaged in the instruction of boys in the colony, but the writer can not say on what authority this statement is based.

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\* Cable, in his "Creoles of Louisiana" (p. 26), thus characterizes the conditions of culture in the new town: "Thus at the end of the first ten years the town summed up all the true though roughly outlined features of a civilized community—the church, the school, courts, hospital, council hall, virtuous homes, a military arm, and a commerce."

† Gayarré, I, p. 366, quoting De la Harpe.

‡ Gayarré, I, pp. 377, 380.

## BIENVILLE RECOMMENDS A COLLEGE.

The first responsible form education took in Louisiana was, then, under ecclesiastical auspices. This was not, however, the fault of Governor Bienville, who was by far the most influential man in the earlier history of the colony. His brother, D'Iberville, had founded it, and another brother who was in command had died very early and left the power in Bienville's hands. The latter wielded it continuously, as governor, sometimes as lieutenant-governor, between 1700 and 1741, save an interval of eight years, 1725-1733, when he was in France in disgrace. He made repeated efforts to induce the French Government to give the colony a first-class educational institution under the patronage of the Crown. What shape his representations took at first we can only conjecture. On the 14th of June, 1742, at a time when he was waiting for the arrival of his successor, he alludes to them himself in a letter to the French Government.

It is long since the inhabitants of Louisiana made representations on the necessity of their having a college for the education of their children. Convinced of the advantages of such an establishment, they invited the Jesuits to undertake its creation and management. But the reverend fathers refused, on the ground that they had no lodgings suited for the purpose, and had not the necessary materials to support such an institution. Yet it is essential that there be one, at least for the study of the classics, of geometry, geography, pilotage, etc. There the youths of the colony would be taught the knowledge of religion, which is the basis of morality. It is but too evidently demonstrated to parents how worthless turn out to be those children who are raised in idleness and luxury, and how seriously expensive it is for those who send their children to France to be educated. It is even to be feared from this circumstance that the Creoles thus educated abroad will imbibe a dislike to their native country, and will come back to it only to receive and convert into cash what property may be left to them by their parents. Many persons in Vera Cruz would rejoice at having a college here, and would send to it their children.\*

It is truly gratifying to observe from this letter that the inhabitants of the colony felt, and had long felt, the desire for an advanced education for their children, so much so that the habit of sending them to France for this purpose had been formed. The growth of the colony had been discouraging, but an ideal of culture had been formed, and education was beginning to assert its claims.

But even this forcible memorial was disregarded by the French Government, on the ground that the colony was "too unimportant for such an establishment."† We must in fairness admit that there was ground for this refusal, if we consider the immense area over which a population of 3,500 was spread out.‡

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\* Gayarré, I, p. 521.

† Ibid., p. 522.

‡ A misconception might here arise as to the attitude taken by France toward education in her colonies. A college was established in Quebec by the Crown as early as 1635, a few years earlier than Harvard College. In 1638 Ursuline nuns, sent by the Duchess d'Aiguillon, had formed another educational institution in Canada. (*Martin's History of Louisiana*, I, p. 61.)



## LOUISIANA TRANSFERRED TO SPAIN.

In 1761 negotiations began between France and Spain on the subject of the defense of Louisiana against English aggressions. On the 3d of November of the following year a treaty was signed at Fontainebleau—

ceding to the King of Spain and his successors forever, in full ownership and without any exception or reservation whatever, from the pure impulse of a generous heart, and from the sense of the affection and friendship that has ever existed between the royal families of France and Spain, all of the country known under the name of Louisiana.\*

What a gift! It surpasses the legends of the East in its magnificence. This transfer was not made public for some time, however. It was not till 1765 that the first Spanish governor, Ulloa, arrived, and an arrangement was effected whereby the administration was still ostensibly in the hands of Aubry, the French governor. This arrangement soon bred trouble, for a meeting of citizens and a decree of the superior council of the colony expelled Ulloa from the country and appealed to the King of France to resume his control.

## THE REBELLION—LAFRÉNIÈRE.

The interest of this event for the student of the history of culture lies in the intelligence and resolution that the protestants displayed. Three documents are extant relating to this event—the protest of the large meeting of citizens, a report on this by Messrs. Huchet de Kernion and Riot de Launay, to whom it had been submitted as a council and commission, and, finally, the decree of the superior council, with a protest from Governor Aubry. The ability displayed in these documents is unquestionable, and so is their dignity and candor. If Louisiana had no college, she had educated men who combined prudence with courage of a very high order. Of the address of Lafrénière, king's attorney, who delivered the report of the commission, Gayarré declares:†

There is a passage in Lafrénière's address of which Louisiana may well be proud and of which she can boast as spoken by one of her children in 1768, before the voice of 1776 was heard.

"In proportion," said Lafrénière, "to the extent of both commerce and population is the solidity of thrones. Both are fed by liberty and competition, which are the nursing mothers of the State, of which the spirit of monopoly is the tyrant and stepmother. Without liberty there are but few virtues. Despotism breeds pusillanimity and deepens the abyss of vices. Man is considered as sinning before God only because he retains his free will."

It is not hard to see between the lines that the project of forming a republic was close to the minds of these rebels, but Spain was too prompt for the rather tardy action of the colonists consequent upon

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\* Gayarré, II, p. 91.

† Gayarré, Vol. II, p. 208.

Ulloa's banishment; a strong force under General O'Reilly took possession of the city, put to death and imprisoned about twelve of the principal citizens concerned in the movement, and so the matter ended. Cable, in his *Creoles of Louisiana* (p. 70), thus states the circumstances:

At length the project of forming a republic was revived and was given definite shape and advocacy. But priceless time had been thrown away, the opportune moment had passed, an overwhelming Spanish army and fleet was approaching, and the spirit of the people was paralyzed. The revolt against the injustice and oppression of two royal powers at once by the first European colony that entertained the idea of proclaiming her independence was virtually at an end.

#### THE PRIESTS' QUARREL.

Shortly after the colony had become quiet again under the rule of the Spanish governor, Unzaga, a religious quarrel arose, founded upon national differences. The Capuchins were the spiritual caste to whom religion in the colony had been committed from the earliest times. When Spanish Capuchins came into the field quite a lively priests' quarrel ensued, in which we find the Spanish governor doing all he could to help the French monks in a spirit every way commendable. From the documents in this case we obtain quite instructive glimpses of the condition of the populace during this period:

The people here will remain quiet as long as they are gently treated, but the use of the rod would produce confusion and ruin. Their dispositions are the result of the happy state of liberty to which they have been accustomed from the cradle and in which they ought to be maintained so far as is consistent with the laws of the Kingdom. \* \* \*

The people here are neither vicious nor addicted to debauchery nor opposed to our habits, although in many respects those habits disagree with their taste. They have some of their own, as other people have, to which they are much attached, and this is very natural. Those habits are not in conflict with the primordial obligations of society; they are not to be eradicated at once, but must be removed gradually and almost imperceptibly. \* \* \*

What they [i. e., the French Capuchins] may do in their cells and what their secret sins may be I can not tell, but I know that they give no bad examples, and that they inculcate no unsound doctrine. And how many times does it not happen that the preacher's sermons and his acts are at variance! How comes the prelate to be acquainted with the existence of crimes which, monstrous as they are represented to be, I have not been able to detect, although I am on the spot? \* \* \*

An enlightened prudence and a good deal of toleration are necessary here, for although this is a Spanish province, and although Count O'Reilly endeavored to make its inhabitants forget the former domination under which they had lived so long, still I can not flatter His Majesty so much as to say that the people have ceased to be French at heart, and that in them is not to be found that spirit of independence which causes resistance to oppressive laws. But I will affirm that they are susceptible of being submissive and loyal subjects, that they entertain great veneration for their ancient laws, and that the state of felicity which they now enjoy is a guaranty to me that they are not to be suspected of being disposed to fail in their duties toward the Crown. Therefore do I endeavor to keep them in the colony and to secure their love and services to the King, without caring in

the least for what I deem to be fooleries. After the blow which the colonists drew upon themselves by their late revolution, the infliction of another wound would be tantamount to utter destruction.\*

The quarrel was peacefully arranged. For us its importance is in the glimpse we have of the people and the clergy at that period.

#### GLEAMS OF PROSPERITY.

The prosperity of the colony had been no greater under the Spanish administration during its earlier portion than under the old régime. In 1768 the population of New Orleans counted only 3,500 whites. Governor Galvez, who succeeded Unzaga in 1777, was in a position to see greater growth. In the preceding year a treaty had been made with France allowing trade with the French Windward Islands, and commissioners of that nationality had been appointed to regulate this trade in New Orleans. Unzaga had been winking at British violations of the laws regulating commerce; Galvez fostered this trade through a French medium. For the first time the Spanish Government exhibited an inclination to foster the colony. The King undertook to buy \$800,000 worth of tobacco yearly, or more if a larger crop should be raised. The sum of \$40,000 annually was devoted to bringing in new colonists, whom they tried to draw from France or the French colonies in the Indies. In 1779 Galvez reported the accession of 499 colonists from the Canary Islands who had been sent at the King's expense. Some of the emigrant families, besides the lands, cattle, rations, and other aid given them, received the splendid donation of from \$3,000 to \$4,000.

#### LOUISIANA IN THE REVOLUTION—GALVEZ.

On the 8th of May, 1779, Spain declared war against Great Britain and Louisiana was put in a state of defense. Galvez was not content with mere inaction, but marched first on the English at Manchac, taking the fort and a few prisoners. On the 21st of September, Baton Rouge, strong as its fortifications were, was captured, and a force of nearly 400 men surrendered. The result of the entire campaign was flattering to the Spanish arms. Eight vessels had been captured and three forts, all with little loss to the Spaniards. Of the behavior of the native troops of Louisiana, Gayarré (Vol. III, p. 131) says, on the basis of information taken from the contemporary newspapers in Madrid:

The Louisiana militia behaved with extraordinary discipline and fortitude. It was difficult to restrain their ardor, particularly that of the Acadians, who, at the sight of the British troops, being inflamed with rage at the recollection of their old injuries, were eager to rush on those who had desecrated their hearths, burned

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\*Gayarré III, p. 91 et seq., citing from a letter of Governor Unzaga to the Bishop of Havana.

their paternal roofs to the ground, and driven them into exile like miserable outlaws and outcasts.

The further achievements of Galvez were the capture of Mobile and of Pensacola, and in all these operations he was assisted by Louisiana troops. So great was his success that he was rewarded with the governorship of Mexico when still a young man of about 25 years of age.

His wife was a native of Louisiana and had been educated in the Ursulines' convent.

#### PROSPERITY REALIZED.

This period was certainly the heyday of prosperity for a colony that had rooted itself so slowly. At the close of Galvez's administration the population of the colony, black and white, had reached the number of 31,433, but it must be always kept in mind that the limits of the colony were as widely separated as the Gulf of Mexico and the upper Missouri one way and the Mississippi and the Rocky Mountains in another, and while what is now Louisiana contained the bulk of the population, the settlements were, however, very widely separated. About 12,000 of the inhabitants were gathered within New Orleans. In the year 1787 the import and export duties from this port reached the sum of \$72,000. On March 21 of the following year almost the entire city was consumed by a fire, the losses from which were set down by Governor Miró, in his report to the Spanish Government, at over \$2,500,000.

#### THE SPANISH SCHOOL.

Reports of the same governor shed light on the condition of the schools in the colony at this time:

It seems that in 1772 there came from Spain Don Andreas Lopez de Arnesto as director of the school which was ordered to be established at New Orleans, Don Pedro Aragon as teacher of grammar, Don Manuel Diaz de Lara as professor of the rudiments of the Latin language, and Don Francisco de la Celena as teacher of reading and writing. But the governor, Don Luis de Unzaga, found himself greatly embarrassed as to the establishment of those schools, because he knew that the parents would not send their children to them unless they were driven to it by fear of some penalty. Considering, however, that it was not proper to resort to violence, he confined himself to making the public acquainted with the benefits which they would derive from the education which the magnanimous heart of His Majesty thus put within their reach. Nevertheless, no pupil ever presented himself for the Latin class. A few came to be taught reading and writing only. These never exceeded 30, and frequently dwindled down to 6. For this reason the three teachers taught nothing beyond the rudiments.\*

The schoolhouse employed by these Spanish teachers was destroyed by the fire, and a citizen of New Orleans, Don Andres Almonaster, offered a room 12 by 13 for the temporary use of the school. The number of pupils had been reduced from 23 to 12 by the fire, for many families had retired to their country homes. The governor proposed the construction of a more suitable building for the school, at a cost of \$6,000.\*

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\* Gayarré, III, pp. 204-205.

## THE FRENCH SCHOOLS.

In the same report mention is made of the private schools that were frequented by the children of French descent:

The introduction of the Spanish language in this colony is an object of difficult attainment, which it will require much time to accomplish, as the like with regard to any language has always happened in every country passing under the domination of another nation. All that has been obtained so far is that all the proceedings of the courts of justice in the town be conducted in Spanish. But we have not succeeded so well in the other posts and dependencies, where French alone continues to be spoken. Even in this town the books of the merchants, except of those Spanish born, are kept in that language. For this reason, as those who have no fortune to leave to their sons aspire to give them no other career than a mercantile one, for which they think that reading and writing is sufficient, they prefer that this be taught them in French, and thus there were, before the fire, eight schools of that description, which were frequented by 400 children of both sexes.

## REFLECTIONS.

Truly, education had made little progress in three-quarters of a century. Bienville, nearly fifty years before, had asked for the establishment of a college, and even now there was no call for one. To be sure, if there had been no national prejudice in the way there might have been some call for the higher branches in which instruction was offered by the Spanish school. Perhaps, if Bienville's request had been granted, there might have been by this time a high ideal of culture established in the colony. But, after all, leisure and a wealthy community form the indispensable background before any picture of culture can be so much as sketched in, and in this sparse settlement it was the muscle forces that the exigencies of daily life demanded, or such mental employments as brought a distinct monetary return.

## THE SPANISH RULE.

A census taken in 1788 gave the colony a population of about 43,000. This was quite an increase over the last number reported, and shows that its growth was steady. The Spanish rule had been growing more and more popular in the country, and marriages were not infrequent between the Spanish officials and the native Creoles. Governor Mirò returned to Spain in 1791. He is thus favorably characterized by Martin, who is not inclined to praise the Spanish administration: "*He carried with him the good wishes and regrets of the colonists.*"

The old French spirit, however, broke out afresh during the administration of his successor, Baron Carondelet. Ripples from the distant whirlpool of the French revolution broke against this quieted land, and the music of the Marseillaise and Ça ira threw the French population back into that love for France which was now become the love of liberty. One hundred and fifty of the citizens were bold enough to openly address a petition to the French Government praying for a reannexation. The governor sent around a counter memorial in

which the signers were to avow their devotion to the Spanish King. He forbade the singing of revolutionary songs in the theaters, and ventured to arrest six of the leading malcontents and send them to Havana, where they were detained for a year.

#### SUGAR CANE INTRODUCED.

In the year 1794 New Orleans was again almost totally destroyed by fire, with losses greater, if anything, than had been occasioned by the fire of 1788. In 1795, however, a source of new prosperity was opened to the colony by the introduction of the sugar industry, which was, perhaps, an ample compensation for all such losses by fire. From this source came the great wealth of Louisiana in later days.

#### BISHOP PEÑALVERT ON THE SPANISH SCHOOL AND THE URSULINES CONVENT.

From a report of Bishop Peñalvert, recently come over to take charge of the spiritual concerns of the colony, we may get glimpses of the state of education in 1795. Not to include general denunciations of the licentious character of the men and their failure to observe religious duties, like fasts, etc., we find the following more particular statements:

The Spanish school which has been established here at the expense of the Crown is kept as it ought to be; but as there are others which are French and of which one alone is opened by authority and with the regular license, and as I was ignorant of the faith professed by the teachers and of their morality, I have prescribed for them such regulations as are in conformity with the provisions of our legislation.

Excellent results are obtained from the convent of the Ursulines, in which a good many girls are educated; but their inclinations are so decidedly French that they have even refused to admit among them Spanish women who wished to become nuns so long as these applicants should remain ignorant of the French idiom; and they have shed many tears on account of their being obliged to read in Spanish books their spiritual exercises and to comply with the other duties of their community in the manner prescribed to them.

This is the nursery of those future matrons who will inculcate on their children the principles which they here imbibe. The education which they receive in this institution is the cause of their being less vicious than the other sex. As to what the boys are taught in the Spanish school, it is soon forgotten. Should their education be continued in a college, they would be confirmed in their religious principles, in the good habits given to them, and in their loyalty as faithful vassals to the Crown. But they leave the school when still very young and retire to the houses of their parents, mostly situated in the country, where they hear neither the name of God nor of the King, but daily witness the corrupt morals of their parents.\*

#### LE MONITEUR DE LA LOUISIANE.

In the year 1794 Governor Carondelet started the first newspaper in the country, "Le Moniteur de la Louisiane."

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\* Gayarré, III, p. 378 et seq.

## TRANSFER TO THE UNITED STATES.

Great political changes were going on in Europe at this time. Napoleon's ambitious eye was turned on Louisiana also. On the 15th of September, 1800, Spain retroceded the territory to France by a secret treaty, for war was then in progress with England, and Napoleon did not care to expose Louisiana to the mercy of the English fleet. So the government remained ostensibly Spanish until Laussat arrived on March 26, 1803, to take possession for France as colonial prefect. The population was wild with joy at being Frenchmen again, but they admitted that there was no cause of complaint against the Spanish Government.

For some time previous Napoleon had been in negotiation with the United States for the sale of Louisiana, and Laussat had not been in the colony more than a few weeks before he was informed that he had been appointed commissioner on the part of France to deliver the colony to its new owners. The Spanish officers had not been withdrawn, and on the 30th of November, 1803, Casa Calvo and Salcedo made, in the city hall, a formal delivery of the colony from Spain to France. On the 20th of December William C. C. Claiborne received the keys of the city from Laussat, and with this sign Louisiana became the territory of the United States.

## RÉSUMÉ.

So much for the current of events during more than a century of French and Spanish control. Into minute particulars the writer has not entered, for such would ill suit the purpose of this volume. All that in any way throws light on the conditions of culture in the colony has been incorporated with a jealous eye, as far, at least, as materials have been accessible. The facts that give external evidence of culture are, briefly, these: In 1727 a company of Ursuline nuns came over to take charge of the hospital and to teach. As late as 1795 the Spanish Bishop Peñalvert, in a sharp attack on the moral and educational condition of the colony, found occasion to commend the work done in the Ursuline school. Shortly before the middle of the eighteenth century, Governor Bienville urged on the French Government the establishment of a college, a request he had often made before. Toward the last quarter of the century there had been established a Spanish school under four masters, but it was not well attended.\* There were at the time several private French schools that were quite well attended.

\* Misconceptions exist as to the encouragement of education by Spain. L. Loewenstein, in a little sketch of the St. Louis Cathedral, speaks of the above-mentioned school as the solitary instance of help given by the Spanish Government for education. We find, however, in the early legislative records of the State that the title was confirmed to certain lands in St. Charles Parish that had been granted by the Spanish Government for school purposes. In an address (De Bow's Review, January, 1847) before the Louisiana Historical Society, Mr. H. A. Bullard said: "It can not be denied that the new Government was liberal, and even paternal. Lands were distributed gratuitously to meet the wants of an increasing population, and *direct taxation was unknown in the province.*"



## DON ANDRES ALMONASTER.

In this early period Louisiana can boast of at least one public-spirited benefactor to education and religion. We have seen above how Almonaster provided a school house for the Spanish school when the great fire had consumed their own building. He further built, at a cost of \$114,000, a hospital (1784-1786), a chapel for the Ursulines (1787), and in 1792 the St. Louis Cathedral, designed to cost \$50,000, was begun at his charges.\*

## EXTRACTS FROM CONTEMPORARY DOCUMENTS.

This is the limited material the histories furnish us for sketching a picture of the culture of those times. Fortunately a goodly number of contemporary descriptions of the country are extant, and from them may be gathered here and there passages giving their authors' appreciation of the people and their cultivation. Of course these do not agree with one another, but doubtless from these conflicting estimates the reader may reach a judgment for himself. In forming our opinions, however, we must bear it in mind that character is elusive, and estimations of character subjective. Therefore from any very jaundiced account we must infer the personal disappointments of the critic, or at least a lack of adaptability to new circumstances and conditions.

I. Voyage à la Louisiane, 1794-1798. Baudry des Lozières. Paris, 1802.

The faculties of the Louisiana man develop early. He has from birth the greatest readiness for art and sciences. If this was seconded by education, he might one day take position among the most polished people in the world.

The women, born in a healthy climate, where corrupt customs do not degrade the moral nor alter the physical nature, are of a blooming freshness. Their countenances bespeak health and lovely innocence. All are either pretty or beautiful, gay without coquetry, amiable without deception, their teeth long keep their whiteness, and their lips are always carmine. We may without flattery or exaggeration apply to them what we hear told of the Circassians and Georgians (p. 15). \* \* \*

Some years before the epoch of which we are speaking some Capuchin missionaries had fixed their abode in Louisiana, and they can not be reproached with ever having meddled with temporal affairs. The monks were righteous and instituted good customs. \* \* \*

We have also to say much in praise of the Ursulines' convent, which was established almost at the same time. It was the only school for girls; therefore precious. There they cultivated the decided taste they have for virtues and the arts of pleasing. It was a great blessing to have this resource in a country so remote from all communication, and I am sure that the so precise agreement of customs and language between this country and France, an agreement much greater than any that exists in the other colonies, is due to this convent. Out of it have gone women worthy objects of admiration, girls of heroic virtue, mothers of families that might even serve as a pattern to those cited in other countries (p. 17). \* \* \*

When Louisiana shall have reached but a part of the splendor of which she is

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\* Cable, Creoles of Louisiana, p. 99.

capable, she will become the country of the arts. The men that she brings forth have a great natural aptitude for everything that calls for the effort of conception or the resources of memory. The temperature of the climate that gives to their existence its happiest development renders them susceptible to force of mind as of body. They resemble in their development their trees and their plants. I do not know if I deceive myself, but wherever I have seen the earth give forth beautiful productions spontaneously I have thought that I saw men equally beautiful and vigorous. Are we aught but walking plants? Are we so suited to the earth that by our very living we are subject to the laws of vegetation? (p. 336).

II. *Vue de la colonie Espagnole du Mississippi, etc., par un observateur résident sur les lieux.* Duvallon, éditeur. Paris, 1803.

It is still to be observed that the physiognomy, that mirror of the soul, presents in both sexes more good nature than goodness, more conceit than pride, more cunning than penetration, and is ordinarily neither spiritual nor distinguished. \* \* \* (p. 202).

From what I have just said it results that the Creoles of this country, nearly all of them born of parents of low origin who came to seek their fortune in this corner of the world and did not find it, brought up consequently in poverty, ignorance, and coarseness, have necessarily preserved the imprint of their surroundings, except a few of them, whose parents, either well born or washed of their vulgarity by a little wealth, have had them educated in Europe. Accordingly with this exception, an exception strongly pronounced in this country, most of the Creoles of Louisiana have the vices and faults that belong to the manner in which they have generally speaking been educated. They are coarse, envious, selfish, avaricious, presumptuous, abusive, lacking sensibility, deceitful, sharp tongued, boastful, and, beyond all, utterly (à vingt-quatre carats) ignorant (many of them not knowing how to read and write even), and they pride themselves on their ignorance so far as to greatly prefer a shotgun to a pen and paddling a canoe to coming near a desk. One of these I have described said naively before me one day that his surest way of getting to sleep was to open a book. Another had such an antipathy for all that sprung from the typographic art that it was only necessary to hand him a printed sheet, a simple newspaper, to get rid of him at once, and send him scampering off at a great rate. A third, on the contrary, who preferred reading and zealously devoted himself to it, passed under my very eyes as a sort of fool or crack-brained fellow. In a word, a library in this country is, I think, almost as rare as the phoenix, and whether in the city or in the country, a very few assorted books can be found, and that, too, only in the homes of a few Frenchmen established in the colony.

I am going in this matter to cite a fact of little importance, but characteristic, in support of what I have just said. A governor-general of French nationality or origin, M. de Carondelet, thought fit a few years ago to give his permission for the establishment of a printing house in New Orleans for the publication of a gazette entitled "*Le Moniteur de la Louisiane*." [Cf. above, p. 17.] In this were printed items relative to commerce, agriculture, or other objects of public utility as well as paragraphs for political news. Our Creoles are generally very curious and eager about all foreign news. This newspaper was moreover well edited. In consideration of all this it was to be presumed that there would be consequently a number of subscribers to this colonial newspaper. Well, what was the case? I will tell you. I got it from the editor himself that never, since the first publication of this newspaper up to the present time, has it reached a number of eighty subscriptions at once, mostly from Europeans or foreigners. Parsimony on one side, dislike for reading on the other, is what renders our Creoles averse to such

things. From this characteristic one can picture to himself the rest. Moreover we must bear well in mind that if the Spanish Government did not find a taste for literature established in this country it has not at least introduced it. Ah, do you all whom the love of study and literature inflames, shun a residence in Louisiana? The air of this region is fatal to the muses (p. 205, et seq.).

From this picture of the moral imperfections which are common to the men of Louisiana I willingly turn to the details of some good qualities which it would be unjust to refuse them, and which we know, besides, are often joined with vices and faults which seem opposed to them in the heart of man, that impenetrable abyss of contradictions that unites at one and the same time extremes and confounds them together. Faithful to their engagements, good husbands, tender fathers, and submissive sons, they are, besides, laborious, even industrious, well adapted to the mechanic arts, workmen by instinct, and they easily imitate all works which depend on correctness of vision and suppleness of hand. They are not at all given over to libertinage; and even, although very ignorant, they have in their youth a certain natural perspicacity, and a peculiar aptness for learning the little they are taught. It is true that this is a fire of straw and soon extinguished for lack of nourishment and training. Perhaps they only lack, to develop their intellectual faculties and give resource to their enervated souls, able teachers and good institutions, and this is just what has always been wanting and still is wanting in this country. Perhaps also (and I am quite sure of it) such institutions can never take root in this place, and it will be requisite, from dire necessity, for the Creole youth, in order to take advantage of education, to be dispatched from their country and sent beyond seas into Europe, or at least to some of the principal States of the northern part of America, where some years ago pretty good colleges were formed, whose number and worth will increase with time. \* \* \*

From the men let us pass to the women, the most interesting portion of society. We have already observed their exterior, and shall now examine the moral side. In this respect, as in the physical, they have more advantages and gain more from being known than the men. They have in general more penetration and less rudeness. As poorly educated as the men, the lack of education is less apparent in them, and the bad qualities which result therefrom are by no means as evident as in the former. Many of them even possess a natural vivacity and instinct for sociability, and few men in this country are endowed to an equal extent. If a stranger of fair appearance enters a house and asks to spend the night, ordinarily it will be the mistress of the place that receives him, entertains him, and does all the honors of the house, while the master, after a few minutes' conversation to which he contributes very little, feeling more likely than not as if he were on thorns, will go without ceremony to his rustic occupations, not to make his appearance again until meal time, seeming to be rather the agent than the spouse of the lady. Accordingly, the women of Louisiana, having more resolution and intelligence than their Creole husbands, take that ascendancy over them which is based on their superior wit and decision of character, and no perceptible abuse arises, the management of affairs being nevertheless united. \* \* \* (p. 241 et seq.).

Moreover, the Louisiana women, particularly those born on the plantations and living there, have various estimable qualities. Respectful daughters, affectionate wives, tender mothers, and careful housekeepers, exhibiting many details of domestic economy, honest, reserved, decent—to put it all in a word, they are in general very good women \* \* \* (p. 245).

In fine, it is hardly necessary to observe that all that has just been put forth relative to the physical and moral characteristics of the Creoles of Louisiana, men and women, is only from the general point of view, and needs restriction in every respect. If among them there are many men ignorant, harsh, selfish, false, meddling, boastful, and conceited, others may be found to match them who are

enlightened, humane, generous, sincere, complaisant, modest, and truthful, particularly those who have been educated in Europe \* \* \* (p. 246).

There is in this country no other public institution appropriated to the education of youth except a mere school established by the Government and composed of, say, 50 children, almost all from poor families, where instruction is given in French and Spanish in reading, writing, and ciphering, and the convent of French nuns, who have a few boarding pupils and keep a class for day pupils. There is also a boarding school, which was formed for young Creoles (men) about fifteen months ago by a man who does not lack talents in this direction: but as cheapness is the main thing in this country, and the cost of his school, for the maintenance of which he proposed to employ special teachers besides himself, appeared too dear to the colonists, the fine fellows, not being able to dispute the teacher's personal merits, sought to depreciate his exactness and care over a small number of pupils intrusted to him by European parents, or parents who had been educated in Europe, and thus make an excuse for not patronizing him. This school, not being able to support itself in a suitable manner with so little means, has come to almost nothing, and our great merchants of New Orleans and others have continued to send their children, because of saving \$2 a month, to little schools scattered here and there in the city, and so make a good excuse for getting them out of the way a part of the day without reflecting on the emptiness and positive harmfulness of that sort of education; and our sugar, cotton, and indigo planters in the country are contented to pick up on the public road a poor devil to whom they give lodging, board, and a trifling wage for his undertaking to give instruction as far as his knowledge goes—that is to say, no great way—to restive pupils, aware that the wretched pedagogue has no real authority over them and perceiving soon that their preceptor is almost regarded by their parents as an out and out servant or a hireling domestic. Such is the care that is paid in this country to that essential part of public order, education: such is the encouragement they give, the regard and consideration they show to the persons charged by the State with a work as ungrateful and painful in its details as it is noble and interesting in its aims. Yet these same people will say, in order to excuse the tone of ignorance and coarseness that reigns among them, that their country lacks good teachers! Ah, put on it the valuation that you ought—most of all, that which dollars, of which you are besides very saving, can not secure, and which springs from a rational esteem and certain considerations to which an honorable soul is more alive than to everything else—and you will then have instructors worthy to bear that respectable name, in place of your schoolmasters, absolutely incapable of communicating to your youth the feeblest spark of taste for the fine arts or of conducting them beyond the threshold of the gate of science, closed to them forever as well as to their stupid pupils. Or, better still, send these youths, rough and half savages, out of the country, make them cross seas and go and find in Europe the flame of genius and talent, to come back one day and enlighten their country, as Prometheus went long ago to the hearth fire of the sun, stole the celestial fire, and bore it to the earth to animate Pandora (p. 293 et seq.).

III. *Mémoires sur la Louisiana et la Nouvelle-Orléans*, par M. \* \* \*. (Catalogued in the Peabody Library of Baltimore as Wante.) Paris, Bullard, 1804.

The only buildings which are susceptible of any remark are the barracks, the park of artillery, and the public storehouses, all of which were built by the French when the colony belonged to that Government. A charity hospital is also to be seen there which has been constructed at the expense of a merchant who, in his relations with the Spanish Government, made a fortune so immense that he was

able to construct this hospital and make a present of it to the colony [cf. above, p. 10]. There is in this city a convent of nuns who, as I have been told, no longer receive novices. There are, besides, some Capuchins; but they have no convent, merely waiting for the eventual vacancies in the parishes of the colony (p. 7).

The population of New Orleans is to-day composed of as many foreigners, almost, as of Creoles. The latter are nearly all of French origin. The Spanish Government can hardly be detected in this city and in many parts of Louisiana, except from the care they show in choosing citizens of that nation to fill the public offices. In all other respects it would be easy to think it a French colony, so much in customs, language, manners, and tastes, do they resemble the French.

The Creoles are, in general, tall, well-proportioned, active, and they show to advantage their aptitude for pleasing. In the opinion of educated men they are not well adapted to the exact sciences. This inaptitude proceeds purely from the defects of their education, from the dissipation in which they are kept from infancy, and from the lack of application, to which they are not constrained in youth.

The women of Louisiana are nearly all pretty and pleasant, rather than regularly beautiful. They are remarkable for their bright color, which comes and goes; for elegant figures, beautiful eyes and teeth, and specially for their superb suits of hair.

There is at New Orleans no public institution nor hall for literary purposes, nor any other place of reunion for men who would find in discussions of literature, physics, natural history, or politics occasions to disengage themselves from the fatiguing calculations of commerce, which is still limited.

The women have adopted the custom of meeting at tea parties. In imitation of the American women these parties end nearly always with gambling for stakes, higher or lower, but proving that this taste also has made much progress.

About six months ago a college was formed for the education of young men. Such an establishment had been absolutely lacking in this colony. A boarding and day school for girls has also been established. The instruction they receive there seems more carefully conducted than that which the nuns formerly gave, and is therefore preferable. These two institutions—of prime importance—are due to French refugees, who have devoted themselves to public instruction.\*

There is only one public school and no college in New Orleans. The teachers are paid by the Government. They teach only the Spanish language. There are very few private schools for children. At most, only half of the inhabitants know how to read and write, and in this number only about a hundred acquit themselves with credit. In general their knowledge does not extend beyond these two arts, although they appear endowed with natural talents and an uncommon facility for everything they attempt.

There is also in the city a convent of Ursulines, who own about a thousand acres of land divided into three plantations given over to farming. The nuns, all French, are only ten or twelve in number. Until a little while ago the same number of Spanish ladies belonged to the order, but they withdrew to Havana when they learned that the country would be restored to France. Those who remain receive young boarding pupils to instruct them in reading, writing, and sewing.

They are always perfectly well conducted, and in general are respected and loved throughout the whole province. With a grant of \$600 a year that the treasury makes them they maintain and teach twelve orphans (p. 112 et seq.).

IV. To the above extracts we may add one from an account of this region, given by William Darby in his work entitled *A Geographical*

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\*P. 12 et seq. Written from New Orleans July 25, 1801.

Description of the State of Louisiana, etc., New York, Olmstead, 1817, second edition. The author had lived in Louisiana ever since its admission as a State, and his statements are therefore based on sound observations.

The germ of the population was Frenchmen of the reign of Louis XIV; consequently many individuals eminent for their talents, virtues, and scientific acquirements composed part of the original establishment, and whose [sic] genius contributed to give many features to the character of the people, which their posterity now preserve (p. vi).

In an inquiry into the influence of the climate of Louisiana upon the health of the inhabitants, to complete the investigation, it will be necessary to establish its effects also upon the mental faculties of persons born within the sphere of its influence. This section we enter upon with a feeling of pleasure. The people of the United States will receive with equal satisfaction a detail, that when admitted as correct, must lessen the prejudices that accident and design have engendered to widen the moral distance between them and their fellow citizens in Louisiana. To an ingenuous mind nothing administers more solid satisfaction than to find man more amiable than expected. The noble enjoyment arising from the exchange of sentiment between enlightened minds is one of the greatest privileges that reason has accorded to man. To open new sources of this sublime fruition is conferring a benefit on human nature. The character of the Creole of Louisiana may be drawn in few words. Endowed with quick perception, his faculties develop themselves at an early age; if found ignorant, it is not the ignorance of stupidity, but arising from an education under circumstances unfavorable to improvement. Open, liberal, and humane, where he is found inhospitable, it is the fruit of a deception he dreads, and to which his unsuspecting nature has led him to be too often the victim. Mild in his deportment to others, he shrinks from contention; a stranger to harshness, his conduct in the pursuits of life is marked by kindness. Legal disputes that seem to form part of the amusements of people of some other parts of the world are instinctively avoided by the Creole. His docility and honesty secure him from injuring others, and he enters the temple of justice with reluctance to demand reparation of his own wrongs. Sober and temperate in his pleasures, he is seldom the victim of acute or chronic disease. His complexion pale, but not cadaverous, bespeaks health, if not a vigorous frame. His strongly speaking eye beams the luster of a mind that only demands opportunity and object to develop all that is noble and useful to mankind. If the Creole of Louisiana feels but little of a military spirit, this apathy proceeds not from timidity; his ardent mind, light, athletic frame of body, active, indefatigable, and docile, would render him well qualified to perform military duty should this part of his character ever be called into action. The peal of national glory was never rung in his youthful ear. One generation has arisen since Spain held this country, and noble was the germ that retained its fructifying power under the blighting influence of that Government. Louisiana has escaped the galling and torpid yoke; its inhabitants will share the genius and freedom of the empire in which they are incorporated.

The cordiality with which the Louisianians hailed their introduction into the United States Government has received a check from the conduct of too many Americans. The moment the change was effected a host of needy adventurers, allured by the softness of the climate, the hopes of gain, and inflated by extravagant expectations, spread themselves along the Mississippi. Many men of candid minds, classical education, and useful professional endowments have removed and settled in Louisiana, but some without education or moral principle, prejudiced against the people as a nation whom they came to abuse and reside amongst. Too

ignorant to acquire the language of the country or to appreciate the qualities of the people, this class of men have engendered most of the hatred existing between the two nations that inhabited Louisiana. The evil of national animosity will gradually subside as a more numerous and orderly race of people become the improvers of the public lands \* \* \* (p. 27 et. seq.).

I have reserved, to close the subject, the examination of that part of the people whose moral character has, in every civilized region of the earth and in all ages, most deeply influenced that of man. It needs no other criterion to judge of the rank that nations may be entitled to occupy in the scale of civilization than the state of their women.

The women of Louisians are with few exceptions well formed, with a dark, piercing eye. Their movements bespeak warmth of imagination and a high flow of animal spirits, while their features indicate good nature and intelligence. Tender, affectionate, and chaste, but few instances of connubial infidelity arise from the softer sex. With too often example to excuse and neglect to stimulate, the most sacred of human contracts is fulfilled on their parts with a fidelity that does honor to their sex. In all parts of the earth and in all ranks of society women are more virtuous than men. From some cause that operates everywhere the moral sense is more deeply felt and more uniformly obeyed by women than by men; more temperate in their enjoyments, their passions are more under the guidance of reason; decent in their deportment, they continually counteract the predisposition in man to vulgar sensuality.

As wives, sisters, and mothers, the Creole women hold a rank far above their apparent means of education. Frugal in the expenses of life, they seldom lead their families into distress by gratifying their pleasures or pride. Rigid economy that may be called a trait in the Creole character is more prominent in the conduct of women than in that of men. Very seldom the victims of inordinate desires in any respect, their dress is regulated by neatness, decency, and frugality.

That this picture is neither the effect of a warm imagination that delights in clothing objects in false colors, or that of flattery, will be admitted by generous, candid, and observing men of all nations, who have had the honor to possess the only means of forming a judgment—converse and acquaintance with the objects of the inquiry. If the women of Louisiana are found deficient in mental endowment, the reason is obvious—want of the means of acquirement. But the minds of the Creole women, remarkably active and tenacious, are much less ignorant than is generally supposed. Should a general taste for reading be infused into society, if a judgment can be formed by the strength of mind, intuitive perception, and clear discrimination evinced by the fair of Louisiana, their rank in the scale of intelligence will be respectable, if not exalted. At this moment politeness, ease, hospitality to strangers, tenderness to their relatives, and indulgence to their slaves, attended by a mild, unobtrusive decency of deportment, mark the conduct of the Creole women. Exceptions may be found, but the general outline is just (p. 276 et seq.).





## Chapter II.

### THE BENEFICIARY PERIOD.

1803—1845.

We have seen how slight was the educational equipment of Louisiana under the French and Spanish régime, but the desire for culture must have been strong and active, for one of the earliest acts of the legislative council of the Territory of Orleans was one creating a university.

#### UNIVERSITY OF ORLEANS.

AN ACT to institute an university in the Territory of Orleans.

##### PREAMBLE.

Whereas the independence, happiness, and grandeur of every republic depend, under the influences of Divine Providence, upon the wisdom, virtue, talents, and energies of its citizens and rulers;

And whereas science, literature, and the liberal arts contribute in an eminent degree to improve those qualities and acquirements;

And whereas learning hath ever been found the ablest advocate of genuine liberty, the best supporter of rational religion, and the source of the only solid and imperishable glory which nations can acquire;

And forasmuch as literature and philosophy furnish the most useful and pleasing occupations, improving and varying the enjoyments of prosperity, affording relief under the pressure of misfortune, and hope and consolation in the hour of death.

And considering that in a Commonwealth whose humblest citizen may be elected to the highest public office, the knowledge which is required for a magistrate should be widely diffused.

SECTION I. *Be it enacted by the governor of the Territory of Orleans, by and with the advice and consent of the legislative council thereof*, That an university be, and is hereby, instituted within this Territory, to be called and known by the name or stile [sic] of "The University of Orleans;" that the regents thereof shall consist of the governor of this Territory, the judges of the superior court thereof, the judge of the court of the United States for the district of Orleans, the mayor and the recorder of the city of New Orleans, the president of the legislative council for the time being, who shall always be regents of the said university in virtue of their respective offices; and the following persons, to wit: The Rev. Patrick Walsh, Paul Lanuffe, Joseph Faurié, Peter Derbigny, Lewis Kerr, Joseph Laid, Dr. Fortin, Dr. Robelot, Dr. Montegut, Dr. Le Duc, Dr. Dow, James Brown, Edward Livingstone, James Workman, Evan Jones, Mons. Boré, and Mons. Destréhan; and that the places of such of the said regents as are not hereby declared to be regents in virtue of their office, and who shall resign or die, shall from time to time be supplied by the legislature of this Territory; that the said regents, as soon as may be after the passing of this act, shall convene at such

time and place as the governor shall appoint, and by plurality of voices (by ballot) choose a chancellor and vice-chancellor, to continue in office during the pleasure of said regents; that the said chancellor, or in his absence from the said meeting, the vice-chancellor, or in case both be absent, then the senior regent present (and whose seniority shall be decided by the order in which the regents are named or appointed) shall preside, and in case of division, have a casting voice at all meetings of the said regents; that all meetings of the said regents after the first shall be held at such time and place as the chancellor, or in case of his death, absence from the Territory, or resignation of both of them [sic], then at such time and place as the senior regent present in the Territory shall appoint, and it shall be the duty of the chancellor, vice-chancellor, or senior regent, as the case in virtue of the above contingencies may be, to order and call a meeting of the said regents, whenever and as often as three regents shall in writing apply for and request the same, such order or call to be published in one or more of the public newspapers in the city of New Orleans, at least fifteen days prior to such meeting; and further, that any nine of the said regents, meeting at the time and place so ordered, shall be a quorum, and be enabled to transact the business which by this act they shall be authorized to do and transact; that the said university be, and hereby is, incorporated, and shall be known by the name of "The University of Orleans," and by that name shall have perpetual succession, and power to sue and be sued, and to hold, possess, and enjoy property, real and personal.

SEC. II. *And be it further enacted.* That the said corporation shall appoint by ballot a secretary and treasurer, to continue in office during the pleasure of the corporation; that the treasurer shall keep fair and true accounts of all money by him received and paid out, and that the secretary shall keep a fair journal of all the meetings and proceedings of the corporation, in which the yeas and nays on all questions shall be entered, if required by any of the regents present; and to all the books and papers of the corporation every regent shall always have access and be permitted to take copies of them.

SEC. III. *And be it further enacted,* That the said regents shall, as speedily as may be, establish a college within the limits of the city of New Orleans, for the instruction of youth in the Latin, Greek, English, French, and Spanish languages, as well as in the sciences, philosophy, and literature, the name and title of which said college shall be "the College of New Orleans." That the said regents shall appoint for the said purpose and to preside over and govern the said college a president and four professors, namely, one professor for the Latin and Greek languages, logic, and ancient history; one other professor for the English, French, and Spanish languages, rhetoric, and modern history; one other professor for mathematics and natural philosophy; and one other professor for moral philosophy and the law of nature and nations; that it shall be the duty of the said president and professors to instruct and give lectures to the students of the said college, according to such plans of education as the said regents may approve and direct in the branches of learning above mentioned; that the said president and professors, or a majority of them, shall be called and stiled [sic] "the faculty of the college," which faculty shall have the power of enforcing the rules and regulations adopted by the said regents for the government and discipline of the said college, and of granting and confirming, by and with the consent of the said regents, such degrees in the liberal arts and sciences to such students of the college whom, by their proficiency in learning, the said professors shall think entitled to them, as are usually granted and conferred in other colleges in Europe and America, and to grant to such graduates diplomas or certificates, under the common seal of the said university, to authenticate and perpetuate the memory of such graduation; and that the said president and professors shall hold their offices during good behavior.

SEC. IV. *And be it further enacted*, That the said regents shall, as speedily as may be, establish within each county of this Territory one or more academies for the instruction of youth in the French and English languages, reading, writing, grammar, arithmetic, and geography; that the said regents shall appoint for each of the said academies a discreet person duly qualified to be a master thereof, whose duty it shall be to instruct the pupils placed under his care according to the plan of education adopted and promulgated by said regents, and to enforce the rules ordained by the said regents for the government and discipline of the said academy.

And whereas the prosperity of every State depends greatly on the education of the female sex, in so much that the dignity of their condition is the strongest characteristic which distinguishes civilized from savage society:

SEC. V. *Be it further enacted*, That the said regents shall establish such a number of academies in this Territory as they may judge fit for the instruction of the youth of the female sex in the English and French languages, and in such branches of polite literature and such liberal arts and accomplishments as may be suitable to the age and sex of the pupils.

SEC. VI. *And be it further enacted*, That it shall be the duty of the said regents, and they are hereby authorized and required as soon as may be, to erect, purchase, or hire, as they may deem most expedient for carrying the purposes of this act into effect, suitable buildings for the seminaries and establishments contemplated by this act; to make ordinances for the government and discipline thereof; to establish plans of education therefor, which plans shall embrace each and every of the languages, sciences, and branches of learning hereinbefore directed to be taught in the said college and academies, respectively; to regulate the admission of students and pupils into the same; to elect and appoint persons of suitable learning and talents to be the president and professors of the said college, and the masters and instructors of the said academies, to agree with them for their salaries and emoluments, to visit and inspect the said college and academies, and examine into the state of education and discipline therein, and make a yearly report thereof to the legislature; and generally to do all lawful matters and things whatsoever necessary for the maintaining and supporting the establishments aforesaid: *Provided, however*, That no ordinances shall be of force which shall be repugnant to the provisions of this act, the laws of the Territory, or of the United States.

SEC. VII. *And for the more extensive communication of useful knowledge*,

*Be it further enacted*, That as soon as may be after the establishment of the said college and academies, the said regents shall establish in each county of this Territory (except as is hereafter provided for), and in such place in each county as may be most generally convenient and accommodating to the inhabitants thereof, one public library, to consist of such works in the French and English languages as the said regents shall approve of and select; that the said regents shall appoint trustees in each county for preserving the said libraries, and shall make proper rules and ordinances for that purpose; and also for regulating the manner in which persons may be admitted to read in the said libraries and in which the books thereof may be lent out; and that the said regents may appropriate and contribute a reasonable sum out of the funds of the said university for improving and augmenting the public library of New Orleans instead of establishing a distinct library therein.

SEC. VIII. *And be it further enacted*, That for the establishment and support of the institutions contemplated by this act there shall be raised annually a sum not exceeding \$50,000 by two lotteries, the first of the said lotteries to be set on foot as speedily as may be after the passing of this act, and that the regents of the said university shall appoint five discreet persons to be managers of the said lotteries, each of whom shall give security, to be approved by the said regents in such sum

as they shall direct, conditioned for the faithful discharge of the duty required of each manager by this act, and the said managers shall have power to adopt such schemes as to them may seem proper to sell the said tickets and to superintend the drawing of the said lotteries and the payment of the prizes; and that as often as the said managers shall receive the sum of \$1,000, they shall deposit the same in the Louisiana Bank; and the said managers and regents shall render an account of their proceedings therein at the next session of the legislature after each drawing; and it shall be the duty of the governor of the Territory, from time to time, to call on the said managers and regents and enforce the execution of the provisions of this act.

JULIEN POYDRAS,  
*President of the Council.*

Approved April 19, 1805.

WILLIAM C. C. CLAIBORNE,  
*Governor of the Territory of Orleans.*

This is the first word uttered by the people of Louisiana in its sovereign capacity on the subject of education. Without any regard whatever for the large and specious generalities here expressed, we may yet see in this document a genuine enthusiasm for what is better than education—culture. The scheme comprised all the necessary elements in a State school system, preparatory schools leading to a college, and all under one general supervision to secure the requisite uniformity of aim. Perhaps we may read between the lines that a real university loomed before the eyes of the makers of this act after the academies and college should have been realized. Provision was also made for the education of girls; but, best of all, was the contemplated establishment of libraries in every county. The defect in all the subsequent schemes for higher education in Louisiana is also imbedded in this act—the board of regents was too much of a political complexion; but this is perhaps very generally true of institutions established by the States. That the act could not at first be put into execution was to have been expected, but it was nothing short of a calamity when the ideal plan embodied in this act was set aside after a few years, without being replaced by any other consistent and well-ordered scheme. The support of the institutions contemplated was unfortunately put upon a lottery franchise, and so failure was foredoomed, for in those days lottery franchises were procurable almost anywhere, and profits were not so large as they have since become. Save for the uncertainty of the funds provided, it would be quite safe to say that if this plan had been persistently adhered to till the present time Louisiana would have been to-day in possession of a very satisfactory educational equipment.

#### THE COLLEGE OF ORLEANS.

This institution, though combined by the terms of the act with a larger school system, we shall find it more convenient to discuss separately. Some of the statements to be made, however, will from their nature apply to the general conditions of the educational system.

Thus we find a comment on the system in a message of Governor Claiborne to the legislature in 1806:

It is with regret I have to inform you that the law passed by the legislative council, "An act to establish an university in the Territory of Orleans." does not promise to advance the interest of literature with the rapidity which was contemplated. \* \* \*

The doctrine which prevailed in an ancient republic of Greece with respect to their youth is one which, in my opinion, ought always to be cherished by a free people. The youth should be considered as the property of the state, their welfare should constitute a primary care of the government, and those in power should esteem it an incumbent duty to make such provisions for the improvement of the minds and morals of the rising generation as will enable them to appreciate the blessings of self-government and to preserve those rights which are destined for their inheritance. I am one of those that admire the plan adopted by some States of the American Union, that of establishing a school in every neighborhood and supporting it by a general tax upon the society. I should indeed be happy to see a similar policy pursued in this Territory, and a tax which would bear alike on every individual in proportion to his wealth, levied for that purpose.

One effect of this message may be seen in an act of 1807 whereby the lottery appropriation was revoked, and the directors reimbursed by an appropriation of \$711, the sum they had expended in preparing for a drawing. Other effects of the governor's recommendation will appear below.

#### APPROPRIATIONS—BENEFICIARY STIPULATIONS.

Passing over some previous tinkering with the university act, we find in an act of April 9, 1811, some new provisions of importance. The State made an appropriation out of her treasury of \$39,000 for a college and schools in the Territory—\$15,000 for the college in New Orleans, and a sum not to exceed \$2,000 each for schools in the remaining counties. It was provided that 50 indigent children should be taught gratis in the college, for which an annual sum of \$3,000 was set apart, while the county academies were to receive \$500 each.

These new provisions contain a sounder financial policy than the old haphazard resort to lottery support, and beneficiary education is for the first time formally introduced. We may not conclude, however, that lottery appropriations were abandoned, for by an act of February 13, 1813, the University of Orleans was again authorized to raise \$50,000 annually by a lottery. But State appropriations to this cause were also continued, and on March 6, 1819, the stated appropriation from the treasury was raised to \$4,000 annually. In 1821 the annual appropriation was further increased to \$5,000, and the administrators were empowered to raise a sum of \$50,000 which the regents had somehow failed to raise. How or for what purpose the act does not specify; it was doubtless the lottery appropriation mentioned just above. In 1823 a further source of revenue was provided for the College of Orleans by the license of six gambling houses at \$5,000 each,

one-fourth, \$7,500, to be the share of the college. This sum was in the following year reduced to \$7,000 by a new scale of apportionment \* of this fund. In 1825 the annual appropriation of \$5,000 was withdrawn in favor of the College of Louisiana (cf. below, p. 33) but \$3,000 more was allowed from the gambling licenses fund.

#### CONTEMPORARY COMMENT.

The affairs of the College of Orleans were before the legislature for consideration on February 1, 1817, in a report on its condition and prospects presented for the special committee on education through its chairman, Sebastian Hiriart, of the county of Pointe Coupée. He remarked that "in every country where the people are called on to govern themselves it is necessary that public instruction should be the object of national solicitude;" and then having shown the difficulties that had to be encountered in establishing a sufficient number of schools for Louisiana, he went on:

Some enlightened man in the territory of Orleans drew up the act for establishing an university in the Territory. The project, however, was never realized, and it remained only as a monument to attest the talent of those who had conceived it, and their love of letters. After some years private munificence\* prepared some means of execution, and the legislature modified the existing law and lent their aid to the establishment of a college in New Orleans. \* \* \* During a short period success seemed to crown the effort. In the fervor of new-born zeal, local disadvantages were surmounted or overlooked. The corporation furnished the grounds and buildings necessary for the institution, a college was organized, teachers eminent for their learning were designated by public opinion and selected by the regency. \* \* \* But it was soon discovered that with its present population, this State alone could not fill the college with a number of students sufficient to enable the regents to meet the expenses of so costly an establishment.

There came a reduction of salaries and loss of professors. No English professor could be secured to replace a fine one that had gone away,† the institution was confided to natives of France, and Spanish ceased to be taught except under an outside professor. "The consequence of this was that the college, at first honored by the appellation of 'university,' soon degenerated to a common school." (Cited by Lusher, in a manuscript history of education in Louisiana.)

In 1823 Elijah Clark, chairman of a committee on instruction, reported the condition of the college at that time:

The college had been inspected by the committee, the students examined in their presence in English, French, Greek. Latin, geography, arithmetic, elements of geometry, and algebra applied to geometry. The committee was "greatly pleased with the subordinate and decent appearance of the boys, as well as with the facility and correctness with which they answered questions and translated their classical authors."

We further learn from this report that the college was prospering, the president had brought the attendance up from 7 to 44 boarding

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\* Mr. Gayarré does not know to what circumstance this allusion is due.

† Mr. Gayarré does not know to whom allusion is made here.

pupils, and there were 35 day pupils; 2 boarding pupils and all the day pupils were accommodated and educated gratuitously.\*

#### DECADENCE.

But the College of Orleans had almost run its course. In 1821 the regents of the University of Orleans had been abolished and replaced by administrators of the College of Orleans. This we are to interpret as a relinquishment of the larger university scheme, but the college itself was not to survive for long. With the legislature that met in the autumn of 1824 the abandonment of the institution may be said to have begun. Governor Robertson's message on the 15th of November tried to sound a cheerful note:

*The College of Orleans has heretofore disappointed the hopes of the public. Wholesome changes in the organization and character of the administration have been lately brought about by the directors, the services of respectable and learned professors have been obtained, and assurances given which authorize us to look forward with confidence to its increasing prosperity and usefulness. (Cited by Lusher.)*

#### COLLEGE OF LOUISIANA.

Before the conclusion of the session of the very legislature to which this message had been sent an act was passed that presaged but too surely the end of the College of Orleans. On the 18th of February, 1825, a charter was granted to the College of Louisiana to be established in the town of Jackson, in East Feliciana Parish. We have seen above that the \$5,000 annual appropriation from the State treasury was transferred from the College of Orleans to the new institution. But the very respectable income of \$10,000 annually was still left to the former. Still there was an actual reduction of about \$2,500 in the income of the College of Orleans. All specific appropriations from the State treasury had been given up, and thence we may infer that there was less general interest felt in the institution, if not an express hostility.

#### CENTRAL AND PRIMARY SCHOOLS.

At any rate on the 31st of March, 1826, the college was formally given up, and for it a central and two primary schools substituted. From the bare nomenclature of the new schools we must not infer that there was any very great lowering of grade in the new system, for work in the central school was to cover much the same field as that done by the college. There was certainly a loss of dignity, which in an institution for forming men must always go for much.

Governor Roman, in a message to the legislature in 1831, writes the following words of criticism on the old system:

Those of our young countrymen who have been enabled to profit by the College of Orleans are living proofs to show, in an unanswerable manner, that it is only

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\* Report cited by Lusher. State superintendent of instruction.



necessary to offer to the youth of Louisiana the proper means of acquiring science and knowledge to enable them in their turn to present to their fellow-citizens distinguished members of society, and men competent to become, according to circumstances, able lawyers, useful legislators, and good judges.

#### GAYARRÉ'S REMINISCENCES.

So much for the career of the College of Orleans as it was in touch with the State treasury. Into the college itself, how it was governed, what manner of men were there, and what its advantages were we are fortunately able to peer, as it were, through the personal reminiscences of its most famous graduate, Charles Gayarré, LL.D., the historian of Louisiana:

#### THE BUILDINGS—PRESIDENTS.

The church of St. Augustine, at the corner of Hospital and St. Claude streets, now stands on a portion of a large tract of land once appropriated to the College of Orleans, the first educational institution of Louisiana which was incorporated by her legislature, but it soon disappeared, leaving few traces of its existence, save a fragment or two of its long dormitories, which have been converted into private dwellings, and save also a few sexagenarian gentlemen, who, by their classical attainments and refined manners, show that the defunct institution was not without its merits, and had, in some instances at least, accomplished the purposes for which it had been erected. \* \* \*

Jules Davezac, a highly polished gentleman of the old school, and a native of St. Domingo, was probably the first in charge of it. It is difficult to determine which predominated in him—the gentleman or the scholar. I incline to believe that there was in his organization a happy combination of both characters in equally balanced proportions. I even now, after the lapse of so many years, delight in the remembrance of his affectionate accents and of the expression of genial benevolence which overspread his face whenever he addressed any one of his youthful subordinates. We used to call him Titus, in memory of the Roman emperor of that name, and it was not inappropriate, after all, for if Titus was the delight of mankind, Davezac was the delight of his juvenile subjects. For some cause or other, which we never knew—whether he abdicated or was decapitated—certain it is that his reign was not long, and he was succeeded by another native of San Domingo, named Rochefort. \* \* \*

About 4,000 of that unfortunate population had at last taken refuge in New Orleans, where they met with much sympathy and the most liberal support. Most of them were energetic and industrious; some were highly educated. I am not sure that there was not in the college board of regents a majority composed of the exiles of San Domingo, which shows the extraordinary facility with which they had affiliated with the natives of Louisiana, and the marked influence which they had acquired in a short time.

It was to that influence, as well as to his own merit, that Rochefort was indebted for his appointment. Besides being the principal—the head of the collegiate establishment—he had charge of the highest Latin class and was professor of literature. He was himself no despicable poet, and had made very elegant translations of the best odes of Horace, which he delighted to read to his pupils. \* \* \*

Beyond the Latin classics, the histories of Rome, Greece, and France, he hardly knew anything. The darkness which surrounded the bright little spot where he dwelt was welcome to him. It made more brilliant, by circumscribing it, the only light for which he cared. He was a monomaniac in his aversion to mathematics, and could not bear any allusion to that science. If such a subject was

introduced he became nervous and fretful. It was like presenting water to a mad dog. A wag of our class pretended that he had surprised one day our venerated tutor casting up two and two on a sheet of paper, and coming slowly to the conclusion, after repeated efforts, that it made four.

Rochefort occupied for his residence the second story of a very large building, in the lower part of which were some of the classes. In that second story there were several rooms, which he gave to such of his pupils as had preeminently distinguished themselves in those higher classes of which he had special charge.

To this chosen company of choice spirits he used to give theater parties, for which bills were however rendered to their parents, and on the next day there would be a discussion and criticism of the plays and actors they had seen. He also gave them suppers now and then, and would read to them his poems when he judged them ripe for that enjoyment by the good cheer he had plentifully provided. These students were exempted from all discipline, and so visited with the wrath of the other teachers and the envy of the students.

Poor Rochefort! Years afterwards I visited him on his death bed, infirmities having compelled him to resign as principal of the college. He had gradually become pinched in his circumstances, and in consequence of it he had been under the dire necessity, from time to time, to sell his books. It was to him like parting with pieces of his own flesh. Still he had a goodly number of these remaining, and his last looks had the consolation to rest on them. When the visit I speak of was paid to him senatorial honors had just been conferred on me. He had heard of it, and when I made my appearance he exclaimed: "*Moriturus te salutat, O pater conscriptus,*" [sic] "Let me kiss, child, those capitolian lips before I am wafted across the Styx by old Charon." *Os magna locuturus* [sic]. I predict. "Ha, ha, *macte animo, puer.*" ("You are my work, boy, you are my work—never forget it.")

Alas, Old Tyrtæus (he had a club foot, and the students had given him that name, seeing that he, too, was a poet) has long since gone to his last place of rest, and true to his wishes I have never forgotten him. Let these lines be the proof of my fond and grateful remembrance.\*

We had another remarkable person among our teachers. It was Teinturier, the professor of mathematics, a bachelor, too, like Rochefort. He was tall and wiry, thin as a lath, and as sallow as the oldest piece of parchment extant. \* \* \* Besides being an excellent gardener and making handsome profits as such, and besides being a professor of mathematics with a good salary, Teinturier had another string to his bow, which was to tune pianos, and great was the call on him for that purpose. He was also exceedingly fond of natural history, so much so, that whenever we were not prepared for our lessons and had been neglectful in our prescribed studies, we used, on his entering the class, to present to him in the most artless manner we could assume a string of insects, about which he would descant most learnedly—we fanning the discourse with our questions—until the hour which was allotted to our class had glided away. There was something ludicrous in the amazement which his face showed on such occasions when we notified him that the time was out and that we had to attend another class; but recovering himself he would say good humoredly: "Well, well, how time flies! It is really prodigious. Who could have believed it? Still, my young friends, we have not been uselessly employed. Have we? Natural history is very curious and attractive. It must, however, be used only as an amusement, an innocent and instructive recreation. There is but one thing worthy of being denominated a science. That is mathematics. It is the Alpha and Omega of all knowledge—the great I am—the pervading spirit of the universe." \* \* \*

There was one thing, which this man who had in him so much of the milk of

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\* Gayarré, Fernando de Lemos, chap. 1, *passim*.

human kindness utterly, abhorred. It was poetry. If to tease him we spouted some passage from the French classics he flew into a fit of indignation. "What, boys! What do I hear? What nonsense is this? In my presence, too! This is positively to be lacking in respect to me. Poetry! Fish! Pshaw! What is there in that thing called poetry? What does it prove?"

And so he went on. If Mr. Rochefort's contrary opinion were mentioned he would break forth:

"Mr. Rochefort! Ha! ha! a mere coiner of rhymes, a manufacturer of jingling sentences. A fine authority, truly! A man who could not go through one of the simplest operations of the multiplication table! And you quote him, and to my face, too! You, who under my tuition are every day discovering and appropriating some of the celestial beauties and secrets of mathematics."

But Rochefort would for his part often take occasion to say:

"Euclid! Euclid! Who is he? Oh, I see! Some of Teinturier's nonsense. Good God, that some of my best pupils should be exposed to be spoiled by that man, their imagination chilled, and their poetic fire extinguished just as it began to expand."

I do not believe that there ever was so restricted a spot on earth where so many oddities were assembled as within the learned precincts of this college. Each would deserve a particular description, without omitting as too humble the ubiquitous Bruno, our mulatto steward and common messenger; Miaut, the door-keeper, with his wiry neck and doleful countenance, and the black Marengo, the unmerciful and murderous cook.\*

Joseph Lakanal was a priest, and professor of belles lettres before the revolution of 1789. He broke, in 1791, the vows which bound him to the Catholic, Apostolic, and Roman Church. In 1792 he became a member of the National Convention, in which, when the question was presented, he voted for the death of Louis XVI without appeal and without reprieve. In March, 1793, he was commissioned by the National Convention to demolish the Château de Chantilly, the famous seat of the Condés, princes of the blood, and to convert to the use of the Republic all the gold, silver, copper, lead, and iron which he could extract from the magnificent edifice. He also took possession of all the papers of that royal race. As a member of the committee on public education he showed great zeal and intelligence, and in consequence of it was chosen at a later period to be a member of the French Institute. On the 1st of June, 1793, he caused the National Convention to issue a decree taking away from the cities, towns, and villages of France all such names as reminded the people of royalty and giving them other appellations which he indicated. On the 17th of April, 1794, he proposed to erect a monument to those citizens who had perished in attacking the Tuilleries on the 10th of August, 1792, and in helping to slaughter the 100 Swiss guards on duty in the palace.

He was the author of the decree establishing primary and central schools all over France. On the 17th of October, 1795, he spoke with great vehemence against such of the people of Paris as had, two days before, risen against the Assembly; he advocated a severe repression of such attempts and proposed the expulsion from that city of all those who were not residents in it before 1789. He also advised the formation of a guard to protect the legislative body. He entered the Council of Five Hundred on the 30th of October, 1795, and ceased to be a member on the 20th of May, 1797. He was one of the executive commissaries of the Government when, having opposed the coup d'état of the 18th Brumaire, he was removed by Bonaparte soon after the latter became First Consul. He was, however, appointed censor or prætor in the Bonaparte Lyceum, and filled its functions until 1809. At the restoration of the Bourbons, the regicide fled from France and came to the United States. He established himself in Kentucky, on the banks of

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\* Gayarré, *ibid.*, chap. 2, *passim*.

the Ohio, as generally reported, from which he was called to Louisiana, to be put at the head of the College of Orleans, which had long flourished under a wise and esteemed administration. The appointment of Lakanal was offensive to a large portion of the population, and that institution ceased to exist. After the revolution of 1830 he returned to France, where he died, leaving descendants in New Orleans.\*

#### THE BENEFICIARIES.

There were in the College of Orleans only a few day scholars. They were youth who, generally on account of the poverty of their parents, could not afford to be full boarders. Most were admitted on half pay; others did not pay at all, being sent by the board of regents, every member of which had the privilege to select a poor boy, who, on the recommendation of his patron and on the assurance of his family being in destitute circumstances, was entitled to be educated gratis. Those who were thus selected by the regents were designated as "charity students" by those who had been more favored by fortune. This was ungenerous and mean; but, alas, even children are not free from the blemish of upstart insolence.†

#### STUDIES—DISCIPLINE—ATTENDANCE.

There was instruction given in the College of Orleans in Latin, French, Spanish, English, literature, and mathematics, and the courses in these branches were efficient; Greek was not taught. Music, dancing, and fencing were also taught, but these were extras.

Students were required to rise very early, in the winter season before day; they then had breakfast, which consisted of a half loaf of dry bread, which each boy procured, on hearing his name called, by going to an aperture whence it was dealt out. From half past 7 until 12 students were engaged with their books and recitations; an hour was then given for dinner, which was a more generous meal than breakfast, and for recess. From 1 o'clock until about 7 they were back again at books. Then came supper, and the evening was devoted to recreation. On Sundays they went to church at 8 o'clock, and the rest of the day was free for pleasure; on Thursdays they had holidays, and these were frequently spent out on the bayou near by in fishing.

The attendance numbered about a hundred; discipline was very severe; Mr. Gayarré attributes his subsequent ill health to the exposure and severity of his life there.

Lakanal remained in charge for only a few months, and the college went down.‡

#### THE COLLEGE OF ORLEANS A TYPE.

Thus have we reached the end of the College of Orleans. It seemed to set the pattern afterwards followed by nearly all the schools fostered by the State for many years. But at least we know that the college was not without its value. There Gayarré was educated, and he has been in some fields the most successful of Louisiana *littérateurs*. Would that more of his mates had taken kindly to literature, for which it would seem that Rochefort must have been an inspiring master.

The history of this institution throws light on many facts in the subsequent development of education in the State. Indigent pupils

\* Gayarré, Aubert Dubayet, p. 7 et seq.

† Gayarré, Fernando de Lemos, chap. 2.

‡ These statements are based on an interview with Judge Gayarré in September, 1890.

were under a social or caste disqualification, and this was a prophecy of the lamentable failure of the system of beneficiary students. Further, there seems to have been a difficulty in adjusting instruction between the English and French speaking populations. It was, in all probability, this feeling that gave rise to the College of Louisiana (cf. above, p. 33), and doubtless we may see the same factor at work in the separate organizations of the Jefferson and Louisiana colleges (cf. below, p. 49).

### THE PARISH ACADEMIES.

These were contemplated, as we have seen above, by the first university act. They were not, however, free, and did not therefore meet the approval of the governor, William C. C. Claiborne, who advocated in his message the plan of free public schools. The result of this opposition was doubtless to be seen in an act of May 2, 1806, entitled "An act to provide for the establishment of public free schools in the several counties of the Territory:"

Whereas the act entitled "An act to institute an university in the Territory of Orleans" has not had yet, and perhaps can not have before some length of time, its full execution, and whereas until that desirable object is obtained, the youth of the Territory are generally without the means of instruction:

SECTION 1. *Be it enacted by the legislative council and house of representatives of the Territory of Orleans in general assembly convened*, That before the 1st day of July next it shall be the duty of the sheriff of each county, except the county of Orleans, to call by a circular an assembly of the fathers of families of the said county on the day and at such place as may be more convenient to the greatest number of the inhabitants, which persons so assembled shall elect five commissioners whose duty will be to adopt such plans for establishing public free schools at the expence [sic] of the county as to them shall seem most convenient to the population, resources, and localities of the said county, and of the said plan to make their report, with due explanation, to the legislature of the Territory, through the representative or representatives of the said county, at the beginning of the next session of the legislature.

SEC. 2. *And be it further enacted*, That for the county of Orleans a like report shall be made by the regents of the University of Orleans, at the time and in the manner prescribed in the preceding section.

SEC. 3. *And be it further enacted*, That nothing in the present act shall be so construed as to operate against any of the dispositions contained in the act aforesaid of the late legislature establishing the University of Orleans, except in what is herein otherwise provided.

JOHN WATKINS,

*Speaker of the House of Representatives.*

JEAN NOEL DESTREHAN,

*President of the Legislative Council.*

WILLIAM C. C. CLAIBORNE,

*Governor of the Territory of Orleans.*

In this act we see the first manifestation in Louisiana of the policy of free public schools. But the act was in advance of the spirit of the times, and for all it must have had the governor's warm support, the legislature in 1808 repealed this bill, thus putting in force again

the old provision for county academies. We shall see how long a period elapsed before the free public-school system was again adopted in Louisiana.

#### APPROPRIATIONS--BENEFICIARIES.

How soon these county academies came into operation it would be hard to say, but probably not before 1811, when the legislature made the first appropriations to them from the State treasury. The sum then allowed was \$2,000 to each of 12 counties, this sum to be employed in purchasing or erecting buildings. An annual grant of \$500 was also made to each of them. It is not quite sure that free tuition was contemplated by this act for indigent children as far as the county academies were concerned; the College of Orleans (cf. above p.30) was made the recipient of 50 indigent children yearly, with no charges for tuition and probably none for board. The narrator is inclined to believe that some such provision was tacitly understood to be in force in the county academies, though no express mention was made of this in the act of 1819 that raised the annual appropriation to \$600. At any rate, there occurs in the act of 1821, raising the annual grant to \$800 for each academy, the provision that 8 beneficiary students should be admitted free into each academy and supplied with classical books, quills, and paper. The sum of \$800 was also granted for a schoolhouse in each parish where none already existed. A parish tax of \$1,000 annually was also authorized to be raised. In this system of beneficiary students in institutions not otherwise free we are to see the first form taken by free education in Louisiana. It was by slow and painful stages that the all-free system gained the mastery, and even after it had done so the older precedent was still followed within certain limits. The next increase in appropriations to these schools was in 1827, when it was decreed that \$2.62½ monthly for each student might be given by the State for the support of one or more schools in each parish, provided the sum did not fall below \$800 nor exceed \$1,350 per annum. In 1833 it was directed that the school moneys be applied on a basis of actual attendance. If the number of pupils did not exceed 10, the sum of \$4 per month was allowed for each; if there were between 10 and 20, \$3 each; if upwards of 20, \$2.50 each, these sums to include tuition, books, and stationery, "provided the whole sum paid to any parish should not exceed the amount allowed it by law for that purpose." These provisions are not of the easiest interpretation: The State was not yet committed to the public free-school principle, but it seems hard to apply this schedule otherwise. Perhaps the solution lies in a beneficiary system no longer limited in numbers, but limited between the sums of \$800 and \$1,350 applied as in the act. It is certain that more than one school in a parish could now avail itself of the public moneys. On this footing these schools remained till the adoption in 1847 of the all-free public school system.

## CONTEMPORARY COMMENTS.

How education was furthered by these schools we can gather from some legislative documents of 1809, and we can also see what plans were offered now and again for their improvement:

In the parish of Pointe Coupée provision has been made for the support of two or more public schools, but the other parishes do not seem disposed to imitate so worthy an example. Schools of private instruction have of late greatly increased, and fathers of families seem impressed with the importance of educating their children.\*

I am sorry to observe that the education of the youth of this district has been and is still greatly neglected; nor do I expect ever to see as liberal an appropriation for public schools as the present state of this society demands, unless Congress shall deem them objects worthy their patronage.†

Governor Claiborne commented at this point on the land grants that had been made to other States in the interest of education and urged a similar policy toward Louisiana, thinking that in this way a homogeneity could be effected in a future generation not felt by that of his day. From this lack of homogeneity in the population, and from the sparsity of the population there had resulted a governess system for rich planters, and a stimulation of the beneficiary system in districts where there were only a few indigent children to be provided for.

In 1817 we have a brief but sweeping condemnation of these schools in the educational report given to the legislature through Sebastian Hiriart (cf. above p.32), who asserted that "there were not 400 children taught in all the schools of the State, including the College of Orleans." County academies had certainly proved a failure up to this time.

## NEW` SCHEMES.

There was not long after this a movement to reorganize the schools. In 1824 (December 4) the senate committee on public education proposed a scheme to embrace 26 grammar schools, at \$800 each; 3 new colleges, at \$4,000 each, and the College of Orleans to have \$6,000, all these to be annual appropriations; there was a further recommendation of \$1,400 to be granted to 24 beneficiary students, 8 at each college; that is, \$350 for each student annually. An allowance of \$15,000 was to be made for three new college buildings; each college was further to have 12 day pupils, and each grammar school 8, on the free list, thus giving free instruction to 384 pupils in all.‡

This bill was not acted upon, but it bore fruit the following year in the increase of appropriations to the county academies and the Col-

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\* Claiborne's message, January 14, 1809; cited by Lusher.

† Governor Claiborne to the Secretary of the Treasury, January 17, 1810; cited by Lusher.

‡ Cited by Lusher.

lege of Orleans, and later on the notion of three new colleges was realized in Louisiana, Jefferson, and Franklin. (Cf. pp. 33, 49, 53).

Governor Robertson advocated the fostering of the primary schools as the first care of the State, and after that the encouragement of higher education. Before his message was sent in to the legislature in 1823, he had traveled extensively through the State, and thus reports on the condition of the schools:

The annual appropriation for the encouragement of education, and the fund for building a schoolhouse in each parish had been, for the most part, judiciously expended.

In his annual message in 1824 he declares:

The school fund, compared with our present situation and circumstances, must be considered as sufficiently munificent; it amounts to nearly one-fifth of the whole receipts of the treasury. The effects of the appropriations are eminently beneficial, whilst, as far as my observation and information extend, its distribution among the schools of the respective parishes is marked with discernment and impartiality.\*

A very different picture is presented by the message of Acting Governor Jacques Dupré, in 1831:

There is perhaps no State in the Union that has made such liberal and extensive appropriations, proportionate to her means, as the State of Louisiana has done, and it is truly painful to say that little or no good has been derived from that expenditure. A sum of nearly \$50,000 is annually expended in support of the parochial school system, from which, unless I am very much deceived, very little good has been realized. In many of the parishes, I am informed, there is no public school at all, yet does every one of them claim and receive from the public treasury the sums appropriated to them, respectively, except the parishes of Concordia and St. Landry.†

Quite the same testimony is borne by Governor Roman's inaugural message to the same legislature:

From the books of the treasurer it appears that \$354,012.57, since 1818, have been appropriated and paid out of public funds for the use of the schools, and it is doubtful whether 354 indigent children have derived from those schools the advantages which the legislature wished to extend to that class throughout the State.

The establishment of boarding schools with education and subsistence for indigent children gratis was suggested:

A small number of teachers would suffice, because, by adopting the "Lancasterian system" the oldest and most intelligent boys might relieve the masters in their duties, watch over the conduct of the younger students, and supply as monitors the place of a great many teachers.

On the abolition of the old parochial school system he strongly insisted:

Its results were so discouraging that to prevent an useless waste of the public money it would, perhaps, be prudent to suspend the payment of all appropriations made for that purpose until the legislature should have decided upon a different course.†

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\* Messages cited by Lusher.

† Cited by Lusher.



## STATISTICS.

A report of the schools submitted to the same legislature gives the following statistics:

	Paying pupils.	Free.
St. Tammany .....	41	42
St. Helena .....	2	34
St. Landry .....	147	97
West Feliciana .....	66	76
East Feliciana .....	178	68
New Orleans .....	(?) 16	229

From the remaining parishes no reports have been received.

There were about 9,382 free white children attending school, the State appropriating \$45,000, while individual citizens paid over three times that much. We may say that in all over \$200,000 was expended in the State for education. The report finally suggested the advisability of obliterating the distinction between free and paying pupils in the primary institutions.\*

Two facts are evident from the documents cited: The parochial-school system had failed to give satisfaction, though Governor Robertson had not spoken very disparagingly about it. The sums expended by the State were generous.

The reason for the failure of this beneficiary system would not be far to seek on a priori considerations. Governor Roman's message of 1832 furnishes us with a simple statement of the facts in the case:

One of the principal causes of the very partial success in our primary schools is the invincible repugnance felt by most parents to have their children educated entirely at the expense of the State. They can not decide to send their sons into schools where they are exposed to be regarded as objects of public charity and as forming an inferior class.\*

Here we have the same testimony as that given by Gayarré (p. 37). No wonder, then, that Governor Roman joined with Governor Claiborne (p. 38) and the committee on education (p. 40) in recommending free schools, adding the weighty fact that 5,000 children in the State were not having any education at all.

## STEPS TOWARD REORGANIZATION.

The public free schools were not, however, to be yet adopted, though the movement in that direction was not without growth. As long before as 1827 an act had been passed that any indigent child had to be received in the parish schools. In 1833 a step in the direction of organization was made by the appointment of the secretary of state, George Eustis, as superintendent of education also. This had been recommended in one of Roman's messages. A closer organization was

\* Cited by Lusher.

in itself, progress, but the more so as Eustis soon (1835) added himself to the number of those who were advocating the free-school system. In 1836 the committee of education again reported the existing system as entirely defective, and recommended public free schools. Again, in 1844, the same policy was pressed, and the appointment of a superintendent other than the secretary of state was recommended, and he was to visit the schools.\*

In 1845 a commission of five members was appointed to extend the free public-school system. We shall see below that the schools in New Orleans furnished the bridge between the two systems.

#### STATISTICS.†

In 1834 1,175 indigent children were educated by the State, 217 being from New Orleans. The whole number of pupils in the parochial schools was estimated at 1,500, while the number of educable boys between 5 and 15 was about 12,000. Twenty-one out of 32 parishes had reported.

In 1836 the report did not cover so many parishes, and so is not suitable for a comparison, but it does inform us that the course in the country schools embraced reading, writing, arithmetic, and history. The report of 1844 is, for the reason just mentioned, also unavailable for furnishing us a term of comparison whence we might discern some growth in the system. This must be limited, however, to the country schools, for in New Orleans a great improvement had been going on, and to this we must now turn our attention.

#### THE CENTRAL AND PRIMARY SCHOOLS OF NEW ORLEANS.

These were, as was seen above, the successors of the College of Orleans, and perhaps there was no very great difference of grade intended to be made between the old college and the new central school. The nomenclature adopted for the new departure seems possibly to be derived from Lakanal, last president of the College of Orleans. In the central school French, English, Latin, mathematics, and literature were to be taught, and in each of the schools 50 indigent children were to be instructed gratis, in this respect there being some enlargement of the old number.

#### APPROPRIATIONS.

Out of the sums that had been formerly granted to the College of Orleans, \$7,000 came to the new system of schools. On the 15th of April, 1826, two theaters were licensed on condition of paying \$3,000 each (?) annually to the schools in the city.

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\* Messages, reports, etc., cited by Lusher.

† Reports of the condition of the parochial schools. (Eustis, Blache; cited by Lusher.

## ORGANIZATION—COURSE OF STUDIES.

These schools were to be intrusted to a director having general supervision. One or more professors were to be employed for the Central School to give instruction in French, English, Latin, mathematics, literature, etc. Each of the primary schools was to be intrusted to a professor who should teach reading, writing, the elements of English and French grammar, and arithmetic.

This plan contemplated too limited a number of instructors, and on the 14th of March, 1827, after but a single year's operation, the teaching force was authorized to be enlarged. The number of beneficiary students was also raised to a maximum of 100 for each of the three schools. The new order of things in New Orleans was regarded as an improvement. Governor Henry Johnson, in his message, January 7, 1828, declares:

The establishment of the Central and primary schools in New Orleans has proved highly beneficial. They are in a flourishing condition, and now contain upward of 250 scholars.\*

On the 12th of January, 1829, a report on these schools was made to the legislature, from which we see that the schools had given instruction in the branches contemplated by their act of establishment, and that in the Central School two "respectable professors had also taught Spanish and drawing."

## STATISTICS.

At any rate, the finances of the schools were in a sound condition. Receipts during the past year had reached \$9,475.53, and expenditures were \$8,863.34, leaving a balance of \$613.29, to which was to be added a balance from the previous year of \$1,135.95; total balance, \$1,749.24. The report for 1831 states that there were 245 scholars in the schools, but there was now a deficit of \$791.25. For the next year the report went to show that these schools had acquired a character as schools for the indigent alone, and the courses of instruction had been adapted to such of them as had but a short time to stay at school. The number of pupils was but 10 greater than in the previous report.†

## THE NEW ORDER.

Without any important changes this system must have continued until 1841, when appropriations of \$7,500 were granted to the primary schools on condition that the city raise half the sum. The number of schools was by this act fixed at one or more for each of the three municipalities of the city of New Orleans, and to the right bank (Algiers?) a sum of \$800 was granted for a school. With this act the rise of the free public schools began in New Orleans. In the first

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\*Cited by Lusher.

†Reports cited by Lusher.

part of 1842 there were in the American quarter 300 children in private schools, 2,000 in none; at its close the public schools of this quarter and Lafayette had over 1,000, the next year 13, and in 1844 1,800 pupils.\*

\* \* \* It is pleasanter to know that the city's public schools grew rapidly in numbers and efficiency, and that even when her library facilities were so meager the proportion of youth in these schools was larger than in Baltimore or Cincinnati, only slightly inferior to St. Louis and New York, and decidedly surpassed only in Philadelphia and Boston.†

In evidence of the ardor with which the new system was advocated may be cited the fact that in 1844 a single municipality raised by taxation or otherwise \$11,000 for its public schools,‡ and the people had not been long habituated to levying special taxes for public schools.

#### EFFECT ON THE STATE AT LARGE.

But the public schools of New Orleans were to play a larger part than the education of the children in their bounds. They were to educate the public sentiment of the State, so as to bring about the general adoption of the system for the whole Commonwealth. In 1844 the legislature was attending school exhibitions and examinations in the municipal schools, and they gave expression to their approbation in the following terms:

The members of this house have viewed with pride and pleasure the zeal and enterprise manifested by the authorities of the second municipality in the establishment of numerous public schools by which the inestimable blessings of education have been dispensed to more than 1,200 pupils; and the enlightened philanthropy and vigorous efforts displayed by that section of the city, as well as by the third municipality, in the great cause of public instruction, call for and merit an expression of the cordial approbation of the legislature.§

It was in this same legislature that the committee of education came out squarely for the adoption of the free-school system. This had been done before, but the present committee attacked very sharply the subsidized colleges and academies. To these we must now turn our attention.

#### THE COLLEGE OF LOUISIANA.

Though the Central School of New Orleans may be considered the virtual successor of the College of Orleans in respect of its situation, the College of Louisiana was much more so in respect of its dignity and aims. This institution was chartered by the legislature in 1825, and its very inception seems to have been an act of hostility to the existing College of Orleans. It was, in the first place, directed that the annual State appropriation of \$5,000 be transferred from the latter to the former. The location of the new college was the small

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\* Cable, Creoles of Louisiana.

† Ibid., p. 259.

‡ Report cited by Lusher.

§ Cited by Lusher.

country village of Jackson, in the parish of East Feliciana. The influences which should surround it were sure to be English, and not French, as had been the case with the older institution. The name, too, suggests the well-known rivalry between the country parishes and the city. Conjecture is rendered certainty by the act of the following year, which brought to an end the College of Orleans, transferring its operation to the Central and two primary schools, so far as the city was concerned.

#### AIMS.

The new institution was to give courses in English, French, Greek, and Latin, logic, rhetoric, ancient and modern history, mathematics, natural, moral, and political philosophy, and degrees were to be conferred such as were usual with any university, college, or seminary of learning in the United States.

#### FOUNDERS.

The organization of the board of trustees shows, but to a less extent than had been the case in the College of Orleans, some partiality for men in public offices, for the board of trustees was to be composed of the governor (Henry Johnson), the judges of the supreme court (George Mathews, François Xavier Martin, Alexander Foster), and the following private citizens: John Shea, Thomas Butler, John C. Williams, Clark Woodroff, Thomas W. Scott, William S. Hamilton, Adlai Donald, James M. Bradford, Alexander Barrow, Samuel M'Caleb, William Silliman, John B. Dawson, Lafayette Saunders, J. A. Smith, A. G. Scott, Thomas Cooper, Thomas W. Chinn, William Garret Johnson, B. O. Williams, John Crocker, James Villéré, P. Derbigny, Armand Duplantier, sr., A. B. Roman, Samuel Steer, L. Esneault, Armand Beauvais, and Sosthène Allain.

#### APPROPRIATIONS.

We have seen that in the act of incorporation the sum of \$5,000 yearly had been transferred to the College of Louisiana. In 1831 a grant of \$5,000 yearly for four years was made, and it was expressly provided that this in no sense interfered with the previous appropriations. Free board and tuition were in consequence to be given to 15 students appointed by the governor, on the basis of not more than one from each senatorial district. When this appropriation had reached its time limit, in 1835, a further sum of \$15,000 annually for ten years was granted. The college was to be inspected yearly by a joint committee of the legislature, and in 1836 an act was passed requiring the Citizens' Bank of New Orleans to pay \$5,000 annually to this institution. In 1842 all existing appropriations to schools were cut off, but a fresh grant of \$10,000 yearly for two years was made to this college.

## CONTEMPORARY COMMENTS.

From a report to the legislature on this college, March 7, 1827,\* we learn that the college had been organized with an eminently capable president in December of 1826; a tutor for preparatory students, and a professor of French and Spanish had been employed. There were thirty-odd pupils in the preparatory departments, and students were rapidly coming forward for the academic departments. The instruction given was similar to that of the most respectable literary institutions of the Union. Boarding was \$2 per week; there were no dormitories; tuition fees ranged between \$30 and \$60. Arrangements had been made for the gratuitous instruction of all indigents that would attend the college. In 1830 the faculty consisted of Mr. Gird, a West Pointer, who was president and professor of mathematics and the higher branches; Dr. Ingles, also a West Pointer, professor of chemistry and natural philosophy; a professor (name omitted) of French and Spanish who had been educated in a university at Florence, Italy, and had taught in Harvard; Mr. January, professor of ancient languages and conductor of the English department. The number of students was between fifty and sixty.†

Acting Governor Jacques Dupré probably but embodied the prevailing opinion of the institution in saying:

The college at Jackson, in the parish of East Feliciana, is in a progressive state of improvement; able and intelligent professors have been engaged, who manifest the greatest devotion to their duties, and I therefore think that institution well deserving the fostering care of the legislature.

In the same month of January, 1831, Governor Roman writes from a somewhat different point of view that he thought the College of Louisiana had failed to justify expectations of it, but he had hope in its recent reorganization.‡

## OUTFIT.

The report for 1831 announces that there were four college buildings and over eighty students. The faculty numbered five professors and a chaplain. The course embraced English, French, Spanish, Latin, Greek, pure and mixed mathematics, natural philosophy, chemistry, natural history, geography, moral and political philosophy, ancient and modern history, logic, and rhetoric. The college had received, between August 3, 1829, and the same date in 1830, from State aid, the sale of books and stationery, tuition fees, and private donations, \$15,436.84, and had expended \$15,296.62. With no very great or expensive faculty, it would seem that this institution was comfortably well provided for. It was provided that 10 pupils from that Congressional district should be maintained and educated gratis.

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\* Cited by Lusher.

† Report, from Lusher.

‡ Messages cited by Lusher.

The report for 1844 gives something of a résumé of the history of the institution, and shows us what an equipment had been accumulated in eighteen years of active operation.

Commodious buildings .....	\$70,000
Library, 1,600 volumes .....	4,000
Cabinets and collections .....	1,500
140 acres of land .....	* 2,500
Apparatus .....	2,010
Founder's donation:	
In money .....	20,000
In land and town lots .....	10,000

The faculty at this time consisted of a president, on a salary of \$2,500, and two professors (mathematics and languages), at \$1,000 each. In 1843 there were but 46 students.

During the eighteen years of its history the institution had a yearly average attendance of eighty to one hundred students.†

#### DECADENCE—SALE.

The institution was, it will be seen, going down, but not only had this one gone down, but, as we shall see, the other institutions for higher education fostered contemporaneously by the State were also going down. No wonder, then, that in 1845 the State determined to give up its connection with all the institutions at once, and so gain a breathing spell for renewed efforts after giving time for the rival interests to die entirely away. An act was passed to sell the College of Louisiana, and \$10,000 was set as the minimum price that would be taken. The other condition of sale was that the buildings must not be diverted from school purposes. Minimum prices are sure to become maximum for public property when it is purchased by private owners. But not even so much was to be received for this property. In 1848 an act was passed for the relief of the purchasers of the college, Edward McGeehee, David Thomas, and John McKowen. Their bond for \$10,000 was to be delivered to the trustees, and should bear no interest nor be considered legally due as long as the trustees would keep the buildings in good repair and maintain a regular faculty of arts and competent teachers for all the students that might be in attendance. It should embrace the usual number of professors known to colleges in the United States [sic], and never less than four besides the president. Ten indigent young men, designated by the governor, were to be kept at all times in the institution and educated gratuitously. A commission from the legislature might always have the privilege of visitation. A violation of these conditions, the establishment of a chair of theology, or making sectarian dogmas a course

\* Probably the joint lands of East and West Feliciana parishes, mentioned in the act of incorporation.

† Reports cited by Lusher.

of study would render the bond legally due, with legal interest from the date of forfeiture.

The property when sold came into the hands of the Methodist denomination, and we shall meet with it in another place as the Centenary College of Louisiana. To the new foundation, also, the State showed itself a benefactor. The alumni of the two institutions we shall consider later.

#### THE COLLEGE OF JEFFERSON.

The first mention of this institution is to be found in the message of Acting Governor Jacques Dupré, January, 1831:

A number of public-spirited gentlemen of the parish of St. James have set on foot the project of establishing a college on a scale commensurate with the wants of the State, the expense of which is to be borne and defrayed by private enterprise\* [sic].

On the 28th of February the college was incorporated by Etienne Mazureau, D. F. Burthe, J. H. Shepherd, and others, whose names were not given. This institution owes its origin without doubt to the divided sentiments of the French and English populations of the State. The College of Orleans had been under the former influence, but the English College of Louisiana had supplanted it. Now the College of Jefferson was set up in opposition to the latter, and the efforts of both were doubtless paralyzed by their rivalry. Such a multiplication of colleges had, however, been recommended by one of the committees on education

#### AIMS.

The institution was empowered to give diplomas conferring degrees, and it was provided that religious tenets should not be made a condition of admitting either teacher or student. The college was named in honor of Thomas Jefferson, and this is perhaps a further indication that the institution was designed to be altogether free from religious bias.

#### APPROPRIATIONS.

Later in the session of the legislature which chartered it an annual appropriation of \$5,000 for four years was granted the new foundation, thus placing it in the same financial relation to the State as that enjoyed by the College of Louisiana, saving that no beneficiary students were expressly stipulated to be received. In 1833 a further sum of \$20,000 was allowed, payable in installments of \$5,000 on the 1st of June of the years 1834-1837, respectively. In 1835 the sum of \$15,000 annually for ten years was voted, but as we have seen above in the case of the College of Louisiana, this grant was revoked after the expiration of eight years. By the same legislature the sums of \$21,775 for the payment of its mortgage debt and \$27,000 for its other debts were

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\* Cited by Lusher.



voted. These appropriations so overlapped one another that a dispute seems to have arisen as to whether they were all valid, and by the legislature of 1838 it was decreed that they were. From 1842 Jefferson received a grant of \$10,000 per annum until December 31, 1845, in lieu of the \$15,000 annually, which had been discontinued.

#### CONTEMPORARY COMMENTS.

Governor Roman, himself one of its benefactors and founders, in his message of December 9, 1833, thus describes the approaching opening of the institution:

The wishes long since formed by our fellow-citizens for the establishment of a college in Louisiana appear at length about to be realized. Jefferson College will be opened in the beginning of February next. The choice of the professors placed at the head of this institution gives us every reason to hope that it will prove worthy of the protection extended to it by the State and of the liberality of the citizens who have founded it.

A few weeks later the secretary of state thus describes the president of the institution:

A distinguished citizen of France has been placed at the head of the institution, and his long experience and success in the work of instruction, as well as his attainments in literature and the sciences, give a well-founded hope of the usefulness to the State of his future labors.

The same functionary in 1836 declares that "Jefferson had been completely successful over its enemies. There were 115 students, but the advanced students the parishes were entitled to send had failed to appear. Of seventeen for Jefferson and Franklin only a few applications had been received."

In 1837 a report was made on the college by a legislative commission, which described it as a "college placed on a very respectable footing, and which bade fair to obtain a supremacy over all the universities of the Union in point of deep and varied learning." Pupils were translating Tacitus, "the most concise and terse of Roman authors," and had turned "with great accuracy and elegance Spanish into French and English, and vice versa." Dr. T. R. Ingalls, president of the college, was highly lauded, and it was stated that his "colaborers had been selected with great care and at large expense by the enlightened citizens whose disinterested zeal could not be too deservedly extolled."

A new building had been erected at a cost of \$20,000, and the State was, at the end, appealed to for relief. It will be seen above how generously the State had made appropriations to this object in 1835.

#### POPULARITY.

But the college was certainly successful in drawing a number of students. The report of 1840 shows that there was room for 264, and that 238 students were in actual attendance. The expenses of each student at the college were \$173.50 for board, etc., plus an additional

\$65 for fees (\$238.50). The college was, however, liable for twenty gratuitous pupils, which absorbed the profits on fifty-three paying ones. The faculty consisted of Thomas R. Ingalls, president, and ten assistant professors, six prefects, a treasurer, and a librarian. Apparatus valued at \$4,000 was on hand. English, French, Spanish, Latin, Greek, mathematics, rhetoric, natural philosophy, moral philosophy, and bookkeeping were taught.

In the following year the full complement of 264 students was in attendance, and accommodations were needed for 200 more. There were suitable accommodations for the faculty. The president had been compelled to resign in order to regain his health by traveling, but "Louisiana would never forget that to him principally she was indebted for an institution where, without leaving the State, our youth could acquire every branch of useful knowledge."

#### OUTFIT.

In 1842 the college was at its acme. The equipment is fully given in a report of that year to the legislature. There was a main building 300 by 44 feet, and in the rear 42 by 100; in front was a spacious yard with two shades [sic], one on each side, which were 120 feet in length. They were supported by iron columns, and were designed for protection in bad weather. There were also five two-story houses for the use of professors; these were made of brick but had shingled roofs. Two porters' lodges completed the buildings.

The outlay for buildings had been \$124,586.97; for land, \$10,000. The founders had contributed \$50,822 and a cabinet valued at \$3,150. The outlay on the library had been \$8,710.15; for physical apparatus, \$600, and for the laboratory the same. The library had 7,000 volumes, and the apparatus consisted of Pixi's large cabinet de physique and a complete chemical laboratory.

The State had contributed for land, buildings, the library, iron bedsteads, servants, the laboratory and mathematical instruments, \$62,591.20; and this did not include what had gone for salaries. For this item, besides the boarding of 16, the annual charges were \$28,120.

The number of students was 265 (165?), and the average for some years had been 170. During five years past the average number of boarding pupils maintained and educated gratis had been twelve.

The indebtedness of the institution was \$79,127.54, with assets sufficient to reduce that sum to \$61,849.55. The buildings were insured for \$62,000, and could accommodate 300 pupils.

#### FIRE.

When the next report was made, in 1844, the buildings had been consumed by fire, but most of the classes had been kept up and the able professors retained in active service. The institution was heavily encumbered with debt, owing to the expense of rebuilding; the library and the chemical and philosophical apparatus had been destroyed.

## DECADENCE.

But the days were numbered when the State would undertake to furnish large appropriations to the numerous colleges in her borders, and, knowing what happened to the College of Louisiana, we need not be surprised to learn that it was recommended to the legislature in 1845 to dispose of all the interest of the State in the College of Jefferson. But of the 3 colleges thus relinquished by the State that of Jefferson was then the most flourishing, for it did have seventy or eighty students. Such had been the rapid decline of this institution since 1840, when it had seemed very flourishing indeed. We shall meet with it later as Jefferson College an institution conducted by the Marist fathers.\*

## JEFFERSON FROM A RELIGIOUS POINT OF VIEW.

The following extracts from *Une Paroisse Louisianaise*, par René de Lennezy, are cited in further explanation of the foundation and work of Jefferson College:

In the year 1830, when the convent of St. Michael already saw in its bosom about 150 pupils, and when Mr. Bienvenu Romain, a son of St. James Parish, born of a French family that was rich in men of heart, intelligence, and virtue, took in hand the affairs of state by becoming governor of Louisiana, at that time several eminent planters of the Acadian coast thought of perfecting the work of Rev. Charles de la Croix and of enriching their country and St. Michael's parish (of the church, not State) in particular with an excellent, great, and strong university. Under the high patronage and benevolent concurrence of the governor the founders saw their idea received with favor by their fellow-citizens. Subscriptions were undertaken with great success, the Vavasseur farm bought, and soon there rose on the "College Point" an establishment of the first rank, princely in its dimensions, its colonnade, its 3 stories, and its halls and dormitories. A choice library, a museum of natural history, the most complete physical apparatus in the South, a chemical laboratory perfectly furnished and arranged, assigned to the new college an elevated rank among all the institutions of learning. To perpetuate the name of the President of the United States who gave to Louisiana the inestimable benefits of civil and religious liberty, it received the name of Jefferson. Incorporated by an act of the legislature on March 31, 1835, with a faculty of high rank and a generous annuity of \$15,000, Jefferson saw its courses followed by the élite of the Creole youth. The new institution had at its head men of merit and great distinction, and the faculty was sufficiently numerous and well educated, learned (*savant*) even. Its members came either from West Point or from the University of Paris. Mr. Villemain, minister of public instruction and rector (*grand maitre*) of the University of France, had kindly received the request for professors for the college of St. Michael's. It may be said, therefore, that Jefferson had no swaddling clothes nor infancy; it saw full prosperity from the start, began in the noonday all irradiate with flames, like the sky under which it had so suddenly broken forth.

But this alma mater, though distilling to its cherished pupils the milk of the wisdom of the ancients, giving them the choice and delicate sweetness of the classic writers, unveiling before them the secrets of the stoicism of Cato, explaining the

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\*Reports, etc., cited by Lusher.

aphorisms of Aristotle, Socrates, Pythagoras, Epicurus, and other philosophers—this alma mater was nothing but a Greek Athenæum, a pagan goddess of wisdom. At Jefferson College, in truth, there was no temple reared to the unknown God, no Paul admitted into the bosom of the learned Areopagus, no tabernacle of Christ. \* \* \*

At Jefferson the faculty might inscribe on its list the names of men of reputation in oratory, the law, and mathematics. Jefferson could boast of having at its head an Ingalls, a Crozet, an Everett, a Dufau, but a master, a great master, was wanting—God.

For ten years Jefferson shone in the heaven of literature and science; for ten years it lived, brilliant, heedless, and skeptical. Surely, if in those days of literary prosperity the faculty was a precious joy to Louisiana, the pupils had no enjoyment either of the church of St. Michael or its pastors, or even of the neighbors and passersby. But one day God abandoned it, and whilst the holy office was summoning the faithful to church, while the students were devoting themselves to laughter and sport, on March 6, 1842, Sunday, about 10 o'clock in the morning, the cry "Fire! Fire!" resounded suddenly in the vast establishment. There was great consternation among the pupils and masters. Everyone was eager to render aid. Vain efforts. The conflagration, lit, perhaps, by an imprudent hand, perhaps by a vindictive one, embraced the superb athenæum, and a few hours sufficed the pitiless element to achieve its work. At nightfall heaps of ruins attested that the devastation had been as rapid as complete (p. 49 et seq.).

#### FRANKLIN COLLEGE.

This institution was of the same date as the College of Jefferson, but seems to have never reached very respectable proportions. It was chartered by the same legislature on March 5, 1831, to be under the supervision of the governor (A. B. Roman), the supreme judges (George Mathews, François Xavier Martin, Alexander Foster, jr.), and the following persons: Joshua Baker, Jehu Wilkinson, Charles Oliver Devezin, Levi Foster, St. Mary's Parish; Gerard Chrétien, Louis Garry, Edward Simon, John Brownson, Césaire Deblanc, St. Martin's Parish; Alexander Mouton, Basile Crow, Berauld, André Martin, Lafayette Parish; Jacques Dupré, Seth Lewis, Louis Louallier, George King, Benoit Vanhille, William Moore, Jean Marie de Boillon, Moses Littell, Henderson Taylor, St. Landry's Parish; William Voorhies, Dominique Coco, Avoyelles Parish; Francis A. Bynum, John Harris Johuston, Isaac Thomas, Sosthène Baillio, John Comp-ton, William Cheney, Rapides Parish; Placide Bossier, Benjamin Metoyer, John R. Dunn, Charles A. Bullard, Natchitoches Parish; J. M. B. Thompson, Catahoula Parish; H. P. Morency, Washita [sic] Parish.

The most generous provisions for awarding degrees and diplomas were granted this institution.

#### APPROPRIATIONS.

In 1831 the sum of \$5,000 annually for four years was appropriated. In 1832 the legislature accepted a piece of ground proffered by the Widow Wikoff for a site. In 1835 the sum of \$15,000 annually for

two years was granted, payable on certification by a majority of the directors that the college had been commenced. In 1842 \$5,000 annually for two years was granted.

#### CONTEMPORARY COMMENTS.

The report on this institution for 1836 shows that five buildings had been erected at a cost to the State of \$35,000. The institution was to commence operations in April, 1837. In December, 1837, the buildings were nearly completed. Accommodations had been provided for a competent number of professors and tutors. In 1840 sixty-one pupils were in attendance, and a new building was naively recommended on the prospect of an increase in the attendance, and \$8,000 was asked for this purpose. The grade was still preparatory. The treasury had a balance of \$2,346.59. The next year it was stated that the buildings were adequate for seventy-five or eighty pupils and sixty-five were in attendance. There were no regular collegiate classes. The revenue for the year had been \$16,962.86, of which nearly \$10,000 came from the State, and there was a balance on hand, after meeting all obligations, of \$2,195.72.

In 1845, as we have seen above, Franklin College was abandoned by the State. It has since had a checkered destiny, being at one time converted into a normal school, but has been in the main unoccupied and unprofitable to the State.

#### SUBSIDIZED ACADEMIES.

Nor were these colleges for higher education all the agencies supported by the State. There were also a large number of institutions under private management, but the recipients of State bounty, for which consideration they were to render a return by educating and maintaining gratis some fixed number of indigent pupils.

#### MIXED TYPES.

But there were a few institutions that seem to have been just on the border line between the colleges proper and the academies

#### COLLEGE OF RAPIDES.

The first of this class of institutions was the College of Rapides, which was incorporated as early as March 6, 1819, by Pierre Baillio, William F. Cheney, Josiah S. Johnston, Thomas C. Scott, James H. Gordon, and eighteen others. The sum of \$20,000, to be raised by a lottery, was appropriated, and the grants to the beneficiary parish schools (\$600 in 1819-20; \$800 in 1821) were devoted to the purposes of this institution. On February 16, 1821, \$3,000 was appropriated from the State treasury. In 1833 the sum of \$1,000 annually for ten years was granted this institution under the description of "the academy in the town of Alexandria."

We shall later meet with this institution when we come to discuss the origin of the State Seminary of Learning, for, happily, it was a transitional type, not only between the colleges and academies, but also between the latter and the present system of higher education that obtains in Louisiana.

#### COLLEGE OF BATON ROUGE.

On the 27th of January, 1820, the Academy of Baton Rouge was chartered by William Jennison, William Wikoff, C. R. French, Philip Hickey, William Duncan, and nineteen others. Instruction was to be given in English, French, and other languages, and the branches usually taught in grammar schools. The buildings, properties, etc., of the "school established in Baton Rouge" (doubtless the beneficiary parish schools) were transferred to the academy. The administration of the school was vested in nine trustees, but this number was reduced in 1827 to five, to be appointed by the police jury of the parish. So we virtually have the reversion of the school back to the system from which it had sprung.

Out of the smoldering fire, so to speak, of this academy sprang, on March 7, 1838, the College of Baton Rouge, with Louis Favrot, V. Leblanc, F. Duplantier, John Davenport, M. Sloan, and forty-five others, as incorporators, with Louis Favrot, John Davenport, Thomas W. Chinn, Philip Hickey, Thomas Gibbs Morgan, as trustees.

The largest powers of conferring degrees and diplomas were granted. An appropriation of \$3,000 annually for four years, which was renewed in 1842 for two years more, was made, conditioned on the institution's boarding, educating, and providing with books ten indigent youths from the parishes of East and West Baton Rouge. From the renewal of the appropriation in 1842, after all the appropriations to academies had been revoked, we must conclude that it was the intention of the legislature to put this institution on the same footing with the colleges before described.

*Contemporary comment.*—In 1840 a legislator named Thomas Davidson made a report on such institutions as he had been able to visit. He informs us that this institution was then under the charge of Dr. Lacey, a gentleman of the highest repute for literary and moral attainments. His two assistants were also professors of high standing. The number of students was sixty and \$5,000 relief was asked for.\* In 1841 there were professors of English and ancient languages, of mathematics, and of French, in addition to the president; the number of students was then only fifty. The buildings had been furnished by individual enterprise and public spirit before the incorporation of the college, and then donated. Before the opportune assistance of the State its existence had been precarious.

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\* Cited by Lusher.

## ACADEMY OF NATCHITOCHES.

As the two institutions just described seem to have held almost a middle ground between the colleges and academies, so were there gradual approaches between the academies and the beneficiary public schools. As early as 1819 transfers of the funds of the latter to academies under private control began. On March 6 of that year an academy was incorporated in the town of Natchitoches, to which the public money was allotted (as in the case of the "College of Rapides"). From this precedent and others like it the subsidized academies set in, aided, as we have seen above, by the suggestions of the committees on public education.

On March 6, 1819, the Academy of Natchitoches was chartered by a total of forty-eight incorporators, who elected of their own number five trustees—John Sibley, Samuel Davenport, Alexander Deblieux, Charles Solcum, and John Cortes—who were to create a public seminary of learning for the instruction of youth of both sexes. They should employ teachers of French and English, together with the elements of grammar, mathematics, and geography, and of such other languages, ancient and modern, as the state of their funds would admit. As we have just seen, the effects of the parish school were to devolve on the new institution.

## ACADEMY OF OUACHITA.

The parish school building in Ouachita, which had been established under the appropriation of 1811, had been so poorly located as to defeat the ends sought, and in 1824 Oliver J. Morgan, John Hughes, John M. A. Hamblin, Henry Bry, Elia K. Ross, James Fort Muse, and Ferdinand Morgan, citizens of that parish, had been directed to dispose of the old buildings and erect suitable quarters in a convenient place. The new school was to be known under the name of the Academy of Ouachita. For one year the public money for the parish was to be applied to the building(?), but afterwards it was to be employed according to the general provisions of the act of 1821 regulating the parish schools.

The above seems to have been but a bungling legislative way of applying the public money for one year to building instead of to education direct. The sum involved was only \$800, and in other instances such sums for building purposes had been granted extra ordinem.

The special organization of this parish school is, however, to be noted as showing the trend toward subsidized private academies.

## ACADEMY OF COVINGTON.

This was incorporated by the legislature on January 29, 1828, at the instance of Jonathan Gillmore, David B. Morgan, James Hosmer, Joseph Laurent, Henry T. Tyson, William Bagley, Branch W. Miller, Moses Moore, and Daniel Edwards. Nine trustees were to be

appointed, who should establish with the funds of the corporation a "seminary of learning in the town of Covington for the instruction of youth in the English, French, and other languages, mathematics, and the branches usually taught in grammar schools." The funds and effects of the parish school were transferred to this academy.

In this case we meet for the first time a mention of the contribution of private means for the help of education.

#### CLINTON FEMALE ACADEMY.

This had been erected already by the contributions of sundry individuals, was incorporated March 11, 1830, by the legislature, and put under the trusteeship of R. M. Collins, A. M. Pearse, Henry Marston, L. P. McCauley, Lafayette Saunders, A. C. Norwood, and W. Satterfield. The scope of studies at this school was not so much as suggested by the incorporating act, though the trustees were empowered "to direct and establish plans of education in said academy if deemed necessary by their board." No provision is made for conferring *degrés* or diplomas in this act. On March 13, 1837, an appropriation of \$1,000 annually for five years was granted on condition of the free instruction of ten indigent children.

So much for transitional types, on the one hand between colleges and the subsidized academies, on the other between the parish schools and the subsidized academies.

#### SUBSIDIZED ACADEMIES PROPER.

##### GENERAL CHARACTERISTIC.

It has been more than hinted above that the encouragement offered by the State to education did not end in the parish schools nor in the colleges. A further extension of the beneficiary system had been recommended by Governor Roman in 1831 in offering a scheme by which indigent students should be received in boarding schools without any charge for maintenance, books, or tuition. The fruit of this recommendation was seen in the subsequent custom of subsidizing academies for a term of years—usually about five. These were private institutions, but certain obligations were imposed upon them by the State in return for the "encouragement" or "relief" afforded by the public gratuities. A general condition attached to all these appropriations was the free tuition of a certain number of indigent children, but quite as likely as not they were also to be boarded at the expense of the State. Sometimes no conditions seem to have been imposed, and the money was perhaps a mere bonus to some enterprising schoolmaster. Many of these subsidized academies were in communities altogether too sparsely settled to furnish any but a very trifling attendance. But as these institutions were primarily meant to reach the indigent classes we must not greatly complain of this.



Of the academies thus subsidized scarcely a trace remains to-day, save here and there an old tumble-down school building that may or may not have been utilized as such.

#### MONTPELLIER.

The first of the academies to be thus subsidized by the State was located in the town of Montpellier, far to the eastern portion of the State, in the region known as the "Florida parishes."

On March 30, 1833, the legislature constituted Dempsey Kemp, Burlin Childress, James H. Harvey, Thomas Kennedy, R. Mercer, William Mathews, Thomas Green Davidson, J. Smith, David Hill, and James M. Bradford a corporate body under the name and style of the "Trustees of the Montpellier Academy." These were empowered to employ "professors, tutors, and teachers for all the various branches of instruction necessary to the completion of a finished education." To enable the trustees to get the academy into operation the sum of \$2,500 annually for four years was appropriated. The return for this appropriation was that twenty-five indigent children should receive board and instruction free. In default of such a number the appropriation should be made proportional to the number actually in attendance. The parish school moneys of St. Helena and Livingston were further granted to this academy. Before these appropriations could be drawn the academy was obligated to provide accommodations for forty scholars. The appropriation was, further, to lapse in case the average attendance for six consecutive months should fall below twenty-five.

On March 12, 1835, an appropriation of \$1,000 was granted for the relief of Montpellier.

On March 11, 1836, the appropriation of 1833 was continued in force for four years after its expiration.

#### CLAIBORNE.

On March 12, 1836, the Academy of Claiborne was incorporated at the instance of David Pratt, Newel Drow, William Hobdy, John Davidson, S. D. Long, Thaddeus W. Byas, John Barnam, S. Williams, John Murrell, R. Jones, Hugh Walker, James Dyer, Thomas Wofer, John M. Fronts, William Ashbrook, James Lee, James Ambrose, Alex. F. Nelson, James M. Bryce, John Wilson, and Robert Henderson.

On March 13, 1837, an appropriation of \$1,000 annually for five years was granted, on condition of the free instruction of ten indigent children.

On January 17, 1838, \$1,500 for buildings was granted.

#### OUACHITA FEMALE ACADEMY.

On March 13, 1837, the Ouachita Female Academy was incorporated by the legislature at the instance of R. F. McGuire, James W. Mason,

Henry Bry, Solomon W. Downs, John M. A. Hamblen, Ephraim K. Wilson, John S. Lewis, Daniel A. Breard, Samuel Handy, James H. Brigham, Henry M. Bry, Oliver J. Morgan, John A. Morgan, Hardy Holmes, Henry C. Bartlett, John Williams, and William Gruel.

Seven trustees were chosen to administer the academy, and were empowered to "direct and establish plans of education, if deemed necessary by their board." An appropriation of \$1,000 annually for five years was made, with the provision that the institution must instruct ten indigent children each year.

#### WEST BATON ROUGE.

On March 13, 1837, Auguste Hébert, Elioi Landry, Rosemond Hébert, Vincent Kirkland, Frame A. Woods, Louis Favrot, Thomas W. Chinn, James McCalop, and Valentine Hebert were constituted the trustees of the West Baton Rouge Academy, and empowered to "appoint professors, teachers, and tutors for the several branches of instruction necessary to constitute an accomplished education." An appropriation of \$1,000 annually for five years was granted, conditioned on the free instruction of ten indigent children.

#### AVOYELLES ACADEMY.

Incorporated March 13, 1837. Incorporators, Martin Gremillion, Joseph Joffrion, Dominique Coco, Louis Bordelon, Zénon Lemoine, Narcisse Couvillion, Colin Lacour, Evariste Rabilais, Léon Gunthier, Ralph Cushman, Julien Godo, John Botts, Uzélien Riche, Septimus Perkins, Etienne Planché, Robert R. Irion, B. B. Simms, Célestin Maureau, jr., Lefroy Mayeux, George Borrow, Hyppolite Mayeux, and Zénon Joneau—trustees of the Avoyelles Academy. Appropriation, \$1,000 annually for five years, conditioned on the free instruction of ten indigent children.

#### CATAHOULA ACADEMY.

Incorporators, M. H. Dosson, Robert Fristoe, Joseph T. Williams, H. Markham Hamilton, Luman Phelps, Trueman Phelps, and others. Style, trustees of the Catahoula Academy. Appropriation, \$1,000 annually for five years, conditioned on the free instruction of ten indigent children.\*

There was some delay in getting these two academies under way, but their appropriations were ratified and the manner of drawing them was settled by an act of 1840.

#### COVINGTON FEMALE SEMINARY.

Incorporated March 13, 1837. Incorporators, Alexander G. Penn, John McDonald, William Bagley, Jesse R. Jones, Robert McCay,

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\* Amended on March 7, 1838, to any number not greater than ten.

Thomas J. Mortée, and George T. Gilbert. Style, trustees of the Covington Female Seminary. Appropriation, \$4,000, payable quarterly, conditioned on maintaining and instructing four indigent females, to be taken from each of the parishes of the senatorial district.

SPRING CREEK ACADEMY.

Incorporated March 13, 1837. Incorporators, Robert L. Tanner, Thomas B. Dunham, Thomas Hughes, Joseph Walker, Joseph H. Boone, Hadley P. Robert. It is provided that religious tenets are not to form a condition of admission of any person as teacher or student in the institution. The trustees are empowered to grant such literary honors and degrees as are usually granted by seminaries of learning in the United States—along with suitable diplomas.

Appropriation, \$1,000 annually for five years, conditioned on the free instruction of ten indigent children. March 13, 1839, a maximum sum of \$7,500 granted by the State for academical and refectorial buildings, conditioned on the trustees raising an equal sum; an additional grant of \$1,000 annually for five years for the education and maintenance of an undetermined number of indigent children.

CADDO ACADEMY.

Incorporated March 5, 1838. Incorporators, A. B. Sterrett, Thomas Welsh, Daniel W. Edger, Samuel Buchanan, Thomas Abington, William J. Fortsau, Alen McCloud, William Watson, John Page, James M. Smith, H. Page, M. Davis, J. McCalpin, Joseph Peace, William R. Beck, James P. Pickett, John O. Sewell, Henry C. McNeil, James Kain, William J. Beale, James Marks, James F. Smith, David Gilmore, Charles A. Sewell, John H. Wilson, John Scroggens, and H. G. Williams. Appropriations, \$1,500 for buildings.

FRANKLINTON ACADEMY.

Incorporated March 12, 1838. Incorporators, William Simmons, J. A. Irwin, Hezekiah Magee, James S. Bickham, Thomas C. Warner, Robert F. Sibley, and Joel Pearson. Appropriation, \$1,000 annually for five years, conditioned on boarding and educating ten indigent orphans free. March 28, 1840, \$1,500 for buildings.

PINE GROVE ACADEMY.

Incorporated March 12, 1838. Incorporators, Richard King, John Williams, John M. B. Thompson, James L. Storks, John Bres, Richard G. Wooten, Bowen Hill, S. J. Broadway, Jacob Humble, James A. Woodbridge, Fleming Noble, Henry Frellsen, William Holt, sr., Elisha Neal, and John Meredith. Appropriations: \$1,500 without stipulation; \$1,500 February 28, 1840, conditioned on the free instruction of ten indigent children, provided as many as ten can be procured.

## PROVIDENCE ACADEMY.

Incorporated March 12, 1838. Incorporators, R. J. Chambliss, Eli Harris, James E. Old, Joseph McGuillen, Jesse H. Chancy, William D. Collins. Appropriation, \$1,000 annually for five years, without any stipulations.

## JOHNSON FEMALE ACADEMY, OF DONALDSONVILLE.

Incorporated March 7, 1838. Incorporators, H. T. Williams, A. M. Foley, William Rittridge, Thomas Pugh, John H. Isley, A. F. Rightor, and Thomas C. Nichols. Appropriation, \$1,000 annually for five years, conditioned on boarding and educating five indigent children from the fifth senatorial district.

## GREENSBURG FEMALE ACADEMY.

Incorporated March 7, 1838. Incorporators, Stanley N. Viers, James Newton, William E. McChord, John Holloway, Dempsey Kemp, Thomas Webb, and Henry Leonard. Appropriation, \$1,000 annually for five years, conditioned on boarding and educating ten poor children during that period.

February 28, 1840, \$2,000 was appropriated for the relief of the Greensburg Female Academy.

## SPRINGFIELD INSTITUTE.

Incorporated March 10, 1838. Incorporators, William George Sylvester, G. Parsons, Burlin Childress, A. Sanchez, Gaston T. Rowel, James Settoon, and James H. Harvy. Appropriations, \$1,000 annually for five years, conditioned on boarding and educating free seven indigent children. March 5, 1839, the above appropriation was amended. "In lieu of the sum of \$3,000 already appropriated," the sum of \$3,000 annually was given on condition of boarding and educating twenty-five indigent children annually. February 28, 1840, an appropriation of \$4,000 for the relief of Springfield Institute was made.

## MINDEN FEMALE SEMINARY.

Incorporated March 12, 1838. Incorporators, Benjamin Frazier, Tillinghast Vaughan, Reuben Drake, Charles G. Long, Hiram Wilson, Edward R. Olcutt, William Harkins, R. S. Patten, W. S. Pennell, R. H. Thompson, James Lee, C. H. Veeder, William McKenney, John Henderson, R. H. Williams, W. Dyer, James Kilborn, D. Leatherman, T. R. Remer, Philo Alden, and Wellis Hammonds. Appropriations. \$1,000 annually for five years, conditioned on the free instruction of ten indigent children; March 28, 1840, \$2,900 to clear mortgage on the buildings.

## PLAQUEMINES ACADEMY.

Incorporated March 20, 1839. Incorporators, Gilbert Leonard, G. B. Milligan, Auguste Reggio, Charles Reggio, Armand Lanaud, Fran-

gois Delery, sr., Alexander Lesseps, R. Fagot, Thomas H. Lane, Manuel Ronquilla, and Domingue Ragas. Appropriation, \$100 for each child boarded, lodged, and educated, not to exceed twenty a year, and this for five years.

#### UNION MALE AND FEMALE ACADEMY.

Incorporated March 8, 1841. Incorporators, Daniel Payne, Wilson E. Eubank, Wiley Underwood, Benjamin Howison, William Hamm, John Taylor, John Stow, Jephtha Colvin, William May, John Hunicut, Matthew Wood, Peter J. Harvey, J. E. Jones, Martin Hendricks, John Feozel, Philip Feozel, Joel Nixon, and Needom M. Bryan. Appropriation, \$1,500 without stipulations.

#### VERMILIONVILLE ACADEMY.

February 28, 1840. Trustees, Basil C. Crow, Robert Cade, Charles Mouton, Joseph Beraud, John Greig. Appropriation, \$2,500 for building.

Such is the tale of the subsidized academies. How they came to an end, along with the colleges and parish schools, we have already seen. By the act of 1842 to retrench expenses all the past efforts of the State to maintain a school system were declared failures. They had been weighed in the balance and found wanting.

#### BENEFICIARISM.

If we seek to characterize by a single word all the encouragement Louisiana gave to education between 1803 and 1845, that key-word will be "beneficiarism." It began in 1811 with the admission of 50 indigent students to the College of Orleans, a number that was subsequently increased. In 1821 the same principle was applied to the parish schools, to each of which 6, afterwards 8, such persons were admitted. The Central High School started out with 50 free pupils, but this number was soon increased to 100; and the like custom obtained in the primary schools of New Orleans. But the same course was followed for the higher education; Louisiana, Jefferson, and Franklin had various numbers of such students at different times. The subsidized academies must have owed their existence to beneficiarism. In 1833, in addition apparently to such special number of beneficiary cadets as was sent to each of them expressly, a general provision was passed granting to each parish in the State the right of sending 1 beneficiary to any one of the colleges stipended by the State, and of drawing on the State treasury for \$150 for him. In Jefferson particularly did beneficiarism show its most tender side. By the legislature of 1836-37 a bill relating to such students was presented to the governor for his signature, but was by him returned with a veto. The bill authorized the governor "to cause the free students of Jefferson College to be furnished with dress and other necessary

articles for their admittance, and to cause them to be renewed when necessary." Commenting on this provision, the governor in his veto message remarked, with no little facetiousness:

However interesting the task might be of administering to the wants of the indigent scholars in a college, it is at least a novel kind of function to assign to the executive of a State. \* \* \* Instead of being here at the capitol for the consideration of bills, in event of the passage of this measure I should now be at Jefferson College attending to the things required by the free students in that institute.\*

With the downfall of the entire system of education hitherto described, beneficarianism, though checked, was not so effectually treated as not to reappear at a later day in connection with the Seminary of Learning (cf. below, p. 71).

#### APPROPRIATIONS, 1803-1845.

With the bill of 1842 to retrench expenses all the appropriations to education were practically abolished, save as far as concerned the central and primary schools in New Orleans, and these, as we have seen, were virtually public schools by that time. In 1845 the public-school system began to be agitated for the entire State, and with that year we may conveniently close the first period of State aid to education. It will be now in order to present tabulated statements of the sums granted by the State in the beneficiary period, 1803-1845. These figures have been gotten from the official acts making the appropriations, and the writer has further had the very great advantage of access to the work of Mr. Lusher, for some years superintendent of instruction in the State, who has gone through the same documents and has further verified the figures from the books of the auditor's and treasurer's offices, as far as these were accessible. From this latter source it has been possible to give exact amounts in many cases instead of estimated amounts. I am not sure, however, but that the estimated amount is a truer index of just how much encouragement the State intended to offer.

#### COLLEGE OF ORLEANS.

(Estimated.)

1811.....	\$15,000.00
1811-1818, \$3,000 per annum.....	24,000.00
1819-20, \$4,000 per annum.....	8,000.00
1821-1825, \$5,000 per annum.....	25,000.00
1823, (gambling-house fund).....	7,500.00
1824-25, \$7,000 (gambling-house fund).....	14,000.00
1826 (gambling-house fund).....	10,000.00
	<hr/>
	103,500.00
	<hr/>
1805, annually by lottery (repealed in 1807).....	50,000.00
1813-?, annually by lottery.....	50,000.00
1819, by lottery.....	25,000.00

\* Message of Governor E. D. White; cited by Lusher.

## PARISH (COUNTY) ACADEMIES.

1811, \$2,000 each to twelve schools.....	\$24,000.00
1812.....	9,000.00
1813.....	5,500.00
1814.....	7,652.00
1815.....	8,588.42
1816.....	6,208.33
1817-1820.....	40,375.70
1821-1824.....	98,056.80
1825-1828.....	123,292.28
1829-30.....	100,222.79
1831-1834 *.....	153,759.40
1835-1838.....	144,658.75
1839-1842.....	153,240.52
1843-1845.....	98,847.15
	<hr/>
	973,352.14
	<hr/>

## COLLEGE OF LOUISIANA.

(Estimated.)

1825, \$5,000 annually for an indefinite period (twenty years).....	100,000.00
1831-1834, \$5,000 annually for four years.....	20,000.00
1835-1842, \$15,000 annually for eight years.....	120,000.00
1843-44, \$10,000 annually for two years.....	20,000.00
	<hr/>
	260,000.00
	<hr/>

(Verified.)

1832.....	12,000.00
1833-34, (\$14,812.50 annually).....	29,625.00
1835-1838.....	85,062.50
1839-1842.....	57,500.00
1843-44.....	27,499.90
	<hr/>
	211,687.40
[1825-1831, \$5,000 annually.....	35,000.00]
	<hr/>
	246,687.40
	<hr/>

## COLLEGE OF JEFFERSON.

(Estimated.)

1831-1834, \$5,000 annually.....	20,000.00
1834-1837, \$5,000 annually.....	20,000.00
1835 (mortgage).....	21,775.00
1835 (debts).....	27,000.00
1835-1842, \$15,000 annually, eight years.....	120,000.00
1843-1845, \$10,000 annually, thirteen years.....	30,000.00
	<hr/>
	238,775.00
	<hr/>

\* With 1831 Mr. Lusher's tables begin to notice, especially, all payments to the colleges, etc. Before that date the figures probably include all the money spent for education, excepting perhaps for the College of Orleans.

## BENEFICIARY PERIOD, 1803-45.

65

(Verified.)

1831-1834 .....	\$25,000.00
1835-1838 .....	125,947.75
1839-1842 .....	58,750.00
1843-1846 .....	38,750.00
	<hr/>
	248,407.75

## FRANKLIN COLLEGE.

(Estimated.)

1831-1834, \$5,000 annually for four years .....	20,000.00
1835 .....	15,000.00
1838-1843, \$15,000 annually for two years .....	30,000.00
1842-43, \$5,000 annually for two years .....	10,000.00
	<hr/>
	75,000.00

(Verified.)

1831-32 .....	10,000.00
1837-38 .....	20,833.33
1839-1841 .....	25,833.33
1842-1844 .....	10,185.10
	<hr/>
	66,851.76

## RAPIDES COLLEGE.

(See Alexandria Academy below.)

1834 .....	500.00
1835-1838 .....	3,052.12
1839-1842 .....	3,770.83
	<hr/>
	7,312.95

## COLLEGE OF BATON ROUGE.

1838 .....	1,500.00
1839-1842 .....	15,500.00
1843-44 .....	6,000.00
	<hr/>
	23,000.00

## SUBSIDIZED ACADEMIES.

(Estimated.)

1833, Alexandria Academy .....	10,000.00
1835, Montpellier Academy .....	10,000.00
(1835) \$1,000, (1836) \$1,000 annually for how long? .....	[?] 1,000.00
1837, Avoyelles Academy .....	5,000.00
1837, Catahoula Academy .....	5,000.00
1837, Claiborne Academy .....	5,000.00
1837, Clinton Female Academy .....	5,000.00
1837, Covington Female Academy .....	4,000.00
(1839) \$3,000 annually for how long? .....	(?)
1837, Ouachita Female Academy .....	5,000.00
1837, Spring Creek Academy .....	5,000.00
(1839) State to equal sum raised by the trustees, \$7,500 the maximum .....	(?)



## SUBSIDIZED ACADEMIES—continued.

1837, West Baton Rouge Academy.....	\$5,000.00
1838, Academy of Caddo.....	1,500.00
1838, Franklinton Academy.....	5,000.00
(1840).....	1,500.00
Greensburg Female Academy.....	5,000.00
(1839) \$2,500 annually for how long.....	(?)
(1840).....	2,000.00
1838, Johnson Female Academy.....	5,000.00
1838, Minden Female Seminary.....	5,000.00
(1840) Minden Academy (?).....	2,900.00
1838, Pine Grove Academy.....	1,500.00
(1840).....	1,500.00
1838, Poydras Academy.....	7,500.00
1838, Providence Academy.....	5,000.00
1839, Plaquemines Academy.....	2,000.00
1839, Springfield Institute, \$3,000 annually for how long.....	(?)
1840, Millikens Bend School.....	1,500.00
(1840).....	4,000.00
1840, Vermilionville Academy.....	2,500.00
1841, Union Male and Female Academy.....	1,500.00
	<hr/>
	114,900.00

## (Actual.)

1835, Montpellier, \$1,000, (1835-1837) \$6,625, (1839-40) \$11,875.....	19,500.00
1837, Clinton Female Academy, \$2,000, (1839-1842) \$2,000.....	4,000.00
1837, Johnson, \$1,500, (1839-1842) \$3,250, (1843) \$1,000.....	5,750.00
1837, Covington Academy.....	4,000.00
1838, Spring Creek, \$1,500, (1839-1841) \$12,325.55.....	13,825.55
1838, Claiborne, \$1,500, (1839-1841) \$4,250, (1843) \$750.....	6,500.00
1838, Poydras, \$1,500, (1839-1842) \$5,250, (1843) \$750.....	7,500.00
1838, Pine Grove.....	1,500.00
1838, Providence, \$1,500 (1839-1841) \$3,000, (1843) \$1,000.....	5,500.00
1839-1842, Minden Female Seminary, \$6,400, (1843) \$500.....	6,900.00
1839-1842, Ouachita.....	5,000.00
1839-1842, Caddo.....	1,500.00
1839-1842, Union Male and Female.....	1,500.00
1839-1842, Catahoula.....	5,000.00
1839-1842, Pine Grove.....	1,500.00
1839-1842, Plaquemine.....	6,705.00
1839-1842, Vermilionville.....	2,500.00
1839-1842, Franklin (ton?).....	5,500.00
1839-1842, Springfield Institute.....	14,855.06
1839-1842, Greensburg Female Academy.....	8,250.00
	<hr/>
	127,285.61
Natchitoches public school buildings.....	1,500.00
St. Landry public school buildings.....	1,000.00
Millikens Bend.....	1,500.00
Indigent children near the Calcasieu.....	2,200.00

## MISCELLANEOUS LOTTERY APPROPRIATIONS.

1819, Academy of Natchitoches.....	\$6,000.00
1820, Academy of Baton Rouge.....	10,000.00
1827, College of Louisiana.....	40,000.00
1828, Covington Academy.....	25,000.00
1828, Ouachita School Society.....	25,000.00
1828, Lyceum of St. Charles Parish.....	20,000.00
	<hr/>
	126,000.00
	<hr/>

## TOTALS.

College of Orleans, 1811-1826.....	108,500.00
Beneficiary parish schools, 1811-1845.....	* 973,852.14
College of Louisiana, 1832-1844.....	* 211,687.40
College of Jefferson, 1831-1846.....	248,447.75
College of Franklin, 1831-1843.....	68,851.76
Rapides College, 1834-1842.....	7,812.95
College of Baton Rouge, 1838-1844.....	23,000.00
Subsidized academies.....	127,285.61
Miscellaneous.....	6,200.00
	<hr/>
	1,767,687.61

## LIBRARY COMPANIES AND LEARNED SOCIETIES.

We have seen above how the University of Orleans was to comprise a college and county academies, and that a marked feature was the contemplated establishment of public libraries in connection with the latter. It all came, alas! to nothing. Still, we must look at the other efforts for libraries in the State in the early periods (1805-1845). In 1805 the legislature chartered the New Orleans Library Society, which was a joint stock company with an unlimited number of shares at \$25 each. On this pattern other companies were subsequently formed. The St. Francisville Library Company, incorporated in 1816, was empowered to raise \$2,000 annually by lottery for ten years. At the same time a lottery privilege of equal powers was granted the New Orleans Library Society without express limitation as to time. In 1824 the Library Society in Alexandria was incorporated, and the Free Library Society of New Orleans dated from the same year. For the latter a building had been promised by Judah Touro, a wealthy Hebrew of New Orleans, to whom the city became indebted subsequently for the splendid foundation of the Touro Infirmary. In 1825 a lottery of \$25,000 was authorized for the New Orleans Library Association.

In 1833 the State Library was founded, but of this we must take

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\* Mr. Solomon W. Downs, in a report on education to the legislature of 1844, estimated the sum spent on parochial schools from 1812-1844 as \$858,771. The discrepancy is due perhaps to his exclusion of the sums paid the College of Louisiana 1825-1831, and partly to his not counting the sums for the years 1844 and 1845.

account further on, as well as of the Commercial Library, which seems to have become a part of it.

In 1818 the Medical Society of New Orleans was incorporated, which aimed to foster medical knowledge and the extension of science in general. In 1820 the Physico-Medical Society was formed. Weekly meetings were to be held between November and April, and monthly during the other months. Disputations on some subject, art, or science relating to medicine or natural philosophy were to be offered and defended by their authors. In 1838 the Philharmonic Society was incorporated. It was to employ music masters and give lessons gratuitously, and was empowered to give pay concerts. The Louisiana Society of Natural History and Sciences was incorporated in 1840, and the southwest rooms in the statehouse were granted for their use. In 1843 the Sacred Music Society was incorporated. Its revenues were to be applied to the cultivation of sacred music and to charities.

## Chapter III.

### STATE EDUCATION OF THE SECOND PERIOD.

1846—1860.

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In 1846 Governor Isaac Johnson, in his first message to the legislature, recommended the establishment of—

1. Free public schools.
2. A seminary of learning.
3. A university in New Orleans.\*

A committee on public education was therefore appointed February 17, 1846.

#### I.—FREE SCHOOLS.

On May 3, 1847, the first free-school act was adopted in the State. The treasurer's report, earlier in the year, had put the number of educable children in the State between the ages of 5 and 16 at 29,334, with many of the returns not yet in. By the terms of the act the "educable" age was put between 6 and 16, but any youth (white, of course) under 21 was entitled to at least three years' schooling. For the support of the system a tax of 1 mill on the dollar of all taxable property throughout the State was levied. A poll tax was also authorized.

#### LAND GRANTS.

On May 20, 1826, Congress had granted for the use of schools in Louisiana the sixteenth section of every township of land in the State. On September 6, 1841, there had been a further grant of 10 per cent of the proceeds of all public lands sold by the United States to be applied to the school fund. It was quite a while, however, before any appreciable sums were received from these sources. Meantime local taxation furnished the only other means of support in addition to the State tax described above.

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\* Lusher.

## ORGANIZATION—PROFESSOR DIMITRY.

With the free public-school system a new official had been added to the general administration of the State. The first superintendent of public instruction was Alexander Dimitry, LL. D., thus described by Mr. Robert M. Lusher, a not unworthy successor to the same office:

A native son of Louisiana of classic mold; a ripe scholar of national reputation; a man of vast and varied erudition; a linguist of remarkable skill and attainments; a teacher of enlarged experience and familiar with the best methods of instruction observed in the United States and in Europe was naturally the first appointed State superintendent of public education in Louisiana, and being then in his prime (in his 44th year), he at once entered upon the discharge of the multifarious duties of his office, fully conscious of the great dignity of the mission intrusted to his experience and ability.

## REVENUE.

From Mr. Dimitry's report of 1848 we derive the following figures:

Mill tax in 39 parishes .....	\$220, 602. 45
Poll tax (estimated) .....	43, 112. 00
Mill tax, New Orleans .....	75, 555. 48
Poll tax, New Orleans .....	16, 951. 00
	<hr/>
	356, 230. 93

## ATTENDANCE.

In 1849 6,720 children, from a total of 14,258, were in attendance in New Orleans.

In 1850 there were, according to the message of Governor Johnson, 692 school districts in the State and 618 schools, and 22,000 children were in course of education. By 1852 the number of schools in rural Louisiana had reached 647, and over 50 per cent of the educable children were in attendance. In Assumption, Claiborne, De Soto, Iberville, Jefferson, Morehouse, St. Landry, and West Baton Rouge there were even high schools—one, two, or more.\*

In 1861 the percentage had fallen to 39 per cent of the 96,522 educable children, but in New Orleans the percentage was still as high as 48. In a report of a committee on education, 1860–61, we find the following general characteristic of the schools:

The schools were prospering, and there was a constant demand for good teachers. All the higher English branches were now taught in the public schools. The private schools, too, were numerous and well conducted, so that the means of education were presented and could be easily obtained by our fellow-citizens.

A high school was in operation in Baton Rouge, where Latin and Greek were taught and students fitted for college. There were 71 students and 2 efficient teachers. The directors had spent \$2,500 in fitting the school for use.†

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\* Report of Superintendent Robert Carter Nicholas.

† Reports cited by Mr. Lusher.

## THE NEW ORLEANS SCHOOLS.

Finally let us glance over Mr. Lusher's comparative table, exhibiting the growth of the free public schools in New Orleans between 1841-1850. This table is of greater value as exhibiting more particularly the schools which furnished the bridge between the old régime of beneficiary parish academies and the absolutely free public-school system.

Year.	Second municipality. <sup>1</sup>			Third municipality. <sup>2</sup>			First municipality. <sup>3</sup>		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
1842	2	7	840	2	2	110			
1843	3	20	1,156	3	4	230			
1844	5	33	1,574	3	4	230	3	11	615
1845	6	37	1,859	5	7	448	6	36	1,029
1846	7	40	2,004	7	10	672	6	38	1,351
1847	8	46	2,303	9	13	867	7	40	1,512
1848	10	54	2,693	12	15	902	9	43	1,725
1849	13	57	2,851	14	17	989	11	45	1,850
1850	15	68	3,155	17	21	1,120	12	50	2,010

<sup>1</sup> Board organized May 15, 1841; schools opened January, 1842; J. A. Shaw, of Bridgewater, Mass., superintendent; his services are warmly commended by the boards.

<sup>2</sup> Board organized probably in 1841; schools opened, 1842; G. W. Horly, teacher and acting superintendent; Prof. A. Dimitry, superintendent, 1846-47; Thomas G. Rapier, 1847-1851.

<sup>3</sup> Board organized, 1844; schools opened, 1845; P. Bellanger, superintendent, 1845-46; Albert Fabre, 1847-1850.

In the second and first municipalities the schools were graded as primary and intermediate; in the third, were more or less mixed. High schools were opened in the second in 1843; in the first in 1845. They taught French and Latin in addition to higher branches. In the second, there was a little Greek.

Into a general characterization of the condition of the public schools we will not here go. The topic will be more timely after we shall have seen the further continuation of the system. Then, too, a statement will be given of the appropriations that have been made for the free public schools.

## II.—THE STATE SEMINARY OF LEARNING.

## THE SITE.

On February 18, 1847, the subject of the site of the Seminary of Learning was brought before the legislature and referred to the committee on education. In the senate, the new institution was claimed by six sites, with the Spring Creek Academy in the lead (April 22), and, a few days later, twelve sites were wrangled over in the house, with Franklin College, at Opelousas, the favorite. The discussion became so warm that this question was finally put aside (Lusher). The discussion indicated at least that the State Seminary of Learning was to have some, if only an external, connection with the previous educational activity in the State, all of which, outside of the public schools, had been given up for the two years past.

At any rate, interest in higher education was alive, as will be seen by the extracts given below from a letter of Mr. Maunsel White to De Bow's Review, for March, 1847:

The advantages of this generation are far greater than the last. The school-master was at home and not "abroad" then. We were called upon to struggle with untoward difficulties, content indeed if so much could be obtained with the mere rudiments of education. Hence the surprise should not be that Louisiana has produced of her own growth so few men of commanding abilities and information, but that she has produced any at all. \* \* \*

With such views and impressions, I could not be entirely indifferent to the educational movements now in progress among us. Of common schools, those nurseries of early youth, where character for life is formed, and well formed when efficiently organized, no one can have a higher estimate. But what after all are common schools, if the system of education must be arrested there? Is it not cruelty to implant a love of knowledge and deny its consummation? The mere elementary provisions of such schools are not sufficient to qualify men for all the relations of life. There is that which they can never give—the power which influences the councils of a people, which directs and executes high national movements, which extends the domain of letters and science, and is felt in the destinies of a country and an age. Will we have this power? The popular voice of the State has wisely determined that we will (p. 261).

But to the point: The first and cardinal consideration is, How much money do we want and how shall we get it? This is the hinge upon which everything turns. A university without means is a chimera of questionable shape.

"Without money and without price" who shall buy and transact, who shall serve and be served, except in heaven?

Mr. White then presented a plan for the financial equipment of the institution, which was never, as far as can be learned, brought forward for adoption. His note of warning may perhaps be seen in the action of the legislature of 1848, where the foundation of the institution was postponed on the showing of the committee of education that the interest on the seminary fund was too small to be operated with at that time.

#### COMMISSION ON THE SITE.

On December 20, 1848, a commission, composed of P. W. Robert, W. Aikenhead, and J. F. H. Claiborne, was appointed to inquire into a site.

On March 14, 1852, the discussion had proceeded so far that the Parish of Rapides was selected for the location over Avoyelles, Jackson, and Baton Rouge, each of which was occasionally uppermost in the voting.\*

On March 17 the site was fixed in the pine woods within 4 miles of Alexandria, in the parish of Rapides, on a spot to be selected by a commission under appointment of the governor.

For those curious in tracing back the origin of institutions a concatenation might be made of the original County Academy of Rapides (1811), the buildings of which were sold in 1818, and the proceeds

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\* Lusher.

devoted to the College of Rapides (1819), for which the legislature in 1834 allowed a removal for the four months, June-September, to an "eligible situation within the pine woods within 3 miles of Alexandria." The Academy of Alexandria was probably but another name for the same school.

On the 31st of March, 1853, the bill providing for the foundation of the State Seminary of Learning was approved by the governor, and \$3,190 granted for the purchase of the site that had been fixed upon by the committee, J. P. Davidson, Henry Jackson, and R. H. Sibley. The superintendent of education was directed to "buy from Mrs. E. R. Williams her pine woods seat on the north side of Red River near Alexandria, in the parish of Rapides." The grounds thus to be secured had an extent of 438 acres and the maximum price was \$3,190 for the grounds and all the improvements upon them. The title bestowed upon the institution was "The Seminary of Learning of the State of Louisiana." Two years later a further sum of \$1,000 was granted for the purchase of an additional plot of ground containing 80 acres.

We have seen that several locations contended for this foundation, and at one time it seemed almost certain that Jefferson College would be the site selected. The State had expended already large sums of money there, but the mutual rivalries of Franklin, Jefferson, and Louisiana precluded the choice of any of them. Two considerations must have led to the final selection of Rapides Parish: (1) Ease of access by river, for the Mississippi on the south, the Atchafalaya on the southwest, Red River to the northwest, and the Ouachita to the north, all opened to students avenues of approach by water, then the only available means of communication within the State; (2) the well-known character the pine woods bore for salubrity. If our knowledge could only go back so far, perhaps some enthusiasm for education born of the old Rapides College gave to the legislators of that parish the perseverance that gained the day for them. It was the humor of the time that only a location in the country could be a safeguard for students against vice.

#### THE ENDOWMENT.

In 1806, and again in 1811, Congress donated from the public lands two townships, 46,080 acres each, for the foundation of a Seminary of Learning in Louisiana. This course was only part of the general policy of the United States Government in respect to the encouragement of higher education in the public-land States. This policy has been conveniently summarized by Mr. J. A. Breaux, former superintendent of instruction in Louisiana, in his *Compilation of Laws Relating to Free Public Schools*, as follows:

July 23, 1787, Congress, in the "Powers to the Board of Treasury to contract for the sale of Western Territory," ordered—



That not more than two complete townships be given perpetually for the purpose of an university, to be laid off by the purchaser or purchasers as near the center as may be, so that the same shall be of good land, to be applied to the intended object by the legislature of the State.

This related to lands now in the State of Ohio, in the Symmes and Ohio Company purchases. They inaugurated the present method of taking from the public lands, for the support of seminaries or schools of a higher grade, the quantity of two townships at least, and in some instances more, to each of the States containing public lands, and special grants have also been made to private enterprises.

In the legislation relating to the admission of the public-land States into the Union, from the admission of Ohio in 1802 to the admission [of Colorado] in 1876, grants of two townships of public lands, viz, 46,080 acres each, for university purposes are enumerated. Ohio, Florida, Wisconsin, and Minnesota are the exceptions, each having more than two townships in area. Nineteen States have had the benefit of this provision, and the two townships are reserved in the Territories of Washington, New Mexico, and Utah. These will be granted and confirmed to them upon their admission into the Union. These reservations in each case require a special act. All school, university, or agricultural college lands granted are sold by the legislature of the several States or leased, and the proceeds of sale or lease applied to education.

The sum derived from the sale of these lands was put in the State treasury as a perpetual seminary fund, on which the State was to pay an annual interest. Direct appropriations from the treasury have been a further source of financial supply. We have seen that these funds did not become immediately available, but the State constitution of 1845 recognized the endowment in article 136.

All moneys arising from the sales which have been or may hereafter be made of any lands heretofore granted by the United States to the State for the use of a seminary of learning, and from any kind of donation that may hereafter be made for the purpose, shall be and remain a perpetual fund, the interest of which, at 6 per cent per annum, shall be appropriated to the support of a seminary of learning for the promotion of literature and the arts and sciences, and no law shall ever be made diverting said fund to any other use than to the establishment and improvement of said seminary of learning.

#### ORGANIZATION.

The organization of the institution proceeded slowly. It was not until March 17, 1857, that a commission was appointed to select a president.\* Militarism had somehow gotten hold of the institution, and the first president selected was one well fitted to inaugurate such discipline, Col. W. T. Sherman. This selection is remarkable from one point of view, for the sectional spirit was already beginning to run high in Louisiana, as the act cited now will show:

Whereas Sydney S. Caldwell, a citizen of the State of Louisiana, is the author of a new system of English grammar highly recommended as a standard work by eminent grammarians;

And whereas it is desirable to encourage the production of, and introduction into the schools of Louisiana, a series of school books written by citizens of the State, published in the South, not contaminated by the fanaticism of Northern authors;

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\* Lusher.

And whereas Sydney S. Caldwell was born and educated in a Southern State, is now and has been for twenty-five years a citizen of Louisiana: Therefore.

*Be it resolved, etc.*

The act authorizes the purchase of 500 copies of the new system of English grammar, at a cost of \$1.000, the same to be distributed in each public school in the State.\*

We can not doubt, then, that sectional feeling was alive in the State at the time when Colonel Sherman was brought in as president of the Seminary of Learning. He recognized it himself in his address at the laying of the corner stone of the institution:

The pecuniary foundation of this institution was derived from the munificence of the General Government of the United States. This fact we propose to commemorate and hand down through all time by an inscription on marble to be placed over the grand entrance, thus ever reminding the youth of the State as they daily pass beneath its portal that this is one of the innumerable and untold blessings which they enjoy from the union of these States, keeping alive in their hearts for ages and ages and ages to come a love and veneration for it, which shall not only render it indissoluble, but assist to carry out this great design in harmony and freedom to the end of time.†

Surely no one could have remained long in doubt after this utterance that Colonel Sherman's allegiance for the coming struggle would be to the General Government and not to the State of Louisiana.

#### OPENING—SHERMAN'S REPORT.

The institution was actually opened for the reception of students on the 2d of January, 1860. Colonel Sherman's report of April 28, 1860, furnishes us the most interesting information about the conditions that obtained at that time. He could not—

withhold the expression of his earnest conviction that, in the course of study and array of text-books, there had been imposed upon the cadets a load which they could not bear, and that it was calculated to make imperfect and superficial scholars. In adding to a full scientific course of study a most complete classical one, we were apt to appall the mind of any ambitious youth who contemplated the task he had assumed.

The standard for admission was low, but not too low. The majority of applicants were very badly prepared, and, with every disposition possible to yield to the wishes of parents, the academic board was constrained to reject twelve of them at the beginning of the term.

There were 5 professors, 71 cadets, 31 beneficiaries, and 13 had been rejected, one because he was under age (15), the others for lack of preparation.

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\* In this connection it may be worthy of remark that in 1831 600 copies of Gayarré's *Historical Essay on Louisiana* had been purchased by the State for distribution among the several parishes, under the supervision and at the discretion of the boards of school administrators. In contrast with these acts stands the fact that Audubon, the most remarkable naturalist Louisiana, even America, perhaps, has produced, received from his native State the recognition of the purchase of one copy of his great work, the *Birds of America* (*Martin's History of Louisiana*, II, p. 437).

† Lusher.

To coerce the institution to receive State cadets who could not read, who did not know anything (the standard was as low as possible,) would drag it down to a mere common school, instead of an institution of the higher order.

The text-books for the fiscal year were Davies's University Arithmetic, Bourdon's Algebra, Davies's Legendre's Geometry, Noël and Chapsal's French Grammar, Noble Butler's English Grammar, Ruddiman's Latin Grammar, and Tosse's Spanish grammar.\*

#### EQUIPMENT.

In 1858 the seminary building had cost \$71,075.64 and \$30,000 was needed for its completion,\* a sum that was appropriated by the State, but was to be refunded out of the seminary fund. The grants of land had now been capitalized at \$136,000 in State bonds, paying 6 per cent annual interest (\$8,190). In 1860, besides a generous appropriation for general purposes, an appropriation of \$15,000 yearly for two years was granted for the maintenance of beneficiary cadets.

In 1861 the institution was in possession of two professors' houses.

Financial resources .....	\$56,056.02
Estimated expenses .....	43,746.22
Balance .....	12,310.60

### III.—THE UNIVERSITY OF LOUISIANA IN NEW ORLEANS.

Had it not been for this institution Louisiana would have been entirely without means of higher education supported by the State between 1845-1860. As it was, the University of Louisiana was mainly a school for professional training in law and medicine, and, except for its buildings, can hardly be said to have been a protégé of the State at all.

#### EARLY MEDICAL EDUCATION.

In 1835 a faculty of seven members was incorporated as the Medical College of Louisiana. The Medical College of Orleans was also begun at the same time with a faculty of equal number.

To the former college were assigned, in 1843, the duties of attending physicians in the Charity Hospital, and a site for building was given them, 120 feet square, from the corner of Philippa and Common streets.

In 1847 the State University was established. The faculties of medicine and law already in operation in New Orleans formed part of the system, and their diplomas were equivalent to licenses to practice within the State. Academic faculties were also constituted, and the privilege of establishing a grammar or preparatory school was granted. The real and personal property of the Medical College of Louisiana was transferred to the new corporation, and the Charity Hospital again put at the disposal of the medical faculty.

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\* Lusher.

## APPROPRIATIONS.

An appropriation of \$25,000 for the erection of the medical building was made in that year. Mr. H. A. Bullard, in an address before the Historical Society, thus characterizes this institution:

Colleges are springing up under the generous patronage of the legislature which promise soon to be amply sufficient for the education of the rising generation. The medical college of this city, the offspring of private enterprise and sustained by the devotion of a few medical gentlemen to the cause of science, deserves public encouragement, and I trust will receive it.\*

The next year the University of Louisiana asked for \$60,000,† but the appropriation it received was \$35,000 to complete the medical buildings.

## CONTEMPORARY COMMENT.

In 1850 the condition of this college was reported to the legislature.

The medical faculty was composed of James Jones, Warren Stone, I. L. Riddell, A. H. Cenas, A. I. Wedderborn, G. A. Nott, Thomas Hunt, and T. R. Le Monnier. There were 176 matriculates.

The law course embraced common and civil law (which is the foundation of the legal system that obtains in Louisiana), public, international, and constitutional law. The lecturers were Henry A. Bullard, Theo. H. McCaleb, Randall Hunt, and Thomas B. Monroe. At the last session twenty-two bachelors of law had been graduated, and there were thirty-five in the class at that time.

Mr. Maunsel White had endowed a chair of political economy, commerce, and statistics, which was held by Mr. J. B. D. De Bow.

The academic or preparatory department had been established in December, 1847. The average number of pupils had been forty. Several had been prepared for Northern colleges. Mr. G. C. Anthon was the professor in that department. The sum of \$6,000 was needed for buildings.

## COURSES.

For the establishment of the college proper and the chairs of natural science and belles-lettres the board had no means. Several pupils in the preparatory department had gone through a course comprising—besides French and English branches—arithmetic, geometry, trigonometry, surveying, descriptive geometry, analytical geometry and topographical engineering, Latin and Greek grammar, Latin prose and verse making, portions of Cæsar, Sallust, Cicero's orations, Horace's odes, the *Anabasis* and *Iliad*. It was protested that the work must not end there, and the establishment of professorships in the classics, mathematics, natural sciences, and belles-lettres was demanded.

To this demand a deaf ear was turned, and the appropriation of \$25,000 was expressly limited to the advancement of medical educa-

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\* De Bow's Review, January, 1847.

† Lusher.

tion only. A portion of the university square was granted to the Mechanics' Institute for the site of a library, lecture room, and cabinets for the use of the mechanics of New Orleans, and for an annual course of lectures on physical science in connection with mechanics.\*

#### BENEFICIARIES.

In 1853 \$6,000 was granted to the Medical College, and it was required to receive without charge, for the period of ten years, one student from each parish in the State. In 1855 a final grant of \$13,500 was made for completing the buildings.

NOTE.—This sketch is given here for the sake of completeness in the treatment of this period. The same subject will be found treated by President Johnston in the chapter on Tulane University.

#### APPROPRIATIONS, 1846-1860.

##### FREE SCHOOLS.

[Mr. Lusher's figures from the auditor's books.]

City, town, and parish schools:	
1846 .....	\$18,488.08
1847 .....	46,475.59
1848 .....	35,260.25
Free public schools, 1849 .....	328,048.10
Current school fund, 1850-1860:	
Receipts .....	4,215,054.94
Expenditures .....	4,127,166.81
Free-school accumulating fund, 1854-1860:	
Receipts .....	483,922.30
Expenditures .....	312,077.26
Free school fund, 1857-1860:	
Receipts .....	483,922.30
Expenditures .....	312,077.26
Total .....	4,867,516.09

Not counting receipts nor the apparent duplication between the two last-mentioned funds.

The legislative enactments show the following appropriations for public schools between 1847 and 1860, inclusive:

1847 .....	\$50,000
1848-1851 (\$225,000 annually) .....	900,000
1852-53 (\$240,000 annually) .....	480,000
1854 .....	300,000
1855-56 (\$280,000 annually) .....	560,000
1857-1859 (\$300,000 annually) .....	900,000
1860-(61?) .....	650,000
Total .....	3,840,000

\* Lusher.

## UNIVERSITY OF LOUISIANA, MEDICAL DEPARTMENT.

1847 (buildings) .....	\$25,000
1848 (buildings) .....	85,000
1850 (advancement of medical education) .....	25,000
1853 (advancement of medical education) .....	6,000
1855 (completing buildings) .....	13,500
1857 (repairs) .....	12,500
1859 (relief) .....	10,000
<b>Total</b> .....	<b>127,000</b>

## THE INTERREGNUM.

## EDUCATION DURING THE WAR.

The Confederate legislature in 1862 made an appropriation of \$485,000 for the free public schools. Interest in education was not dead, though the State was engaged in a fearful struggle. An interesting testimony to the condition of affairs in this crisis is afforded by a little pamphlet the writer deposited in the Historical Library of the Johns Hopkins University, a reprint of Noble Butler's English Grammar, made by the authority of the governor for use in the schools during that period when schoolbooks were contraband of war.

Another sad little memorial of those troublous times is found in the acts passed by the seventh legislature of the State of Louisiana, at its session held in the city of Shreveport on the 18th day of January, 1864:

*Be it enacted by the senate and house of representatives of the State of Louisiana in general assembly convened, That the office of State librarian be, and the same is hereby, repealed.*

HENRY W. ALLEN,  
*Governor of the State of Louisiana.*

Approved, February 10, 1864.



## Chapter IV.

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### STATE EDUCATION OF THE THIRD PERIOD.

1865-1890.

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#### THE STATE UNIVERSITY.

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The State Seminary was closed on the 30th of June, 1861, on account of the war. Exercises were resumed on the 1st of April, 1862, under the superintendence of Col. William E. M. Linfield, who was succeeded the next year by Prof. William A. Seay. The invasion of the Federal Army caused the exercises to be terminated April 23, 1863. The number of matriculates during that session was 112.

As may well be imagined, there was a great loss of fixtures and the like during the war, and at its close all that was left of the seminary was the bare walls. General Sherman was probably the cause of the institution escaping thus well, for his standing request to the Federal authorities in the military district of southern Louisiana was to spare the seminary. He also showed himself the friend of the institution in other ways after the war.

#### REOPENING.

Bad as the condition of affairs was, the announcement was made that the seminary would reopen October 2, 1865. To run the institution till an appropriation could be made \$20,000 was borrowed by the governor, but on the 7th of March, 1866, an act was passed recognizing that the State owed interest on the seminary fund for 1863-1865 amounting to \$25,800. The repayment of the borrowed money was directed, \$15,600 was granted for the fees and maintenance of 52 beneficiary cadets, at \$300 each, \$5,000 for repairs, a like sum for apparatus, and \$1,000 for contingent expenses.

The superintendent of the institution was Col. D. F. Boyd, and he was treasurer of the board of trustees. He also had duties as professor in English literature and the ancient languages, the department in which his labors had lain before the war. There were four other professors, but one of these was not on duty the first year. On the



opening day there were only four matriculates. The maximum attendance for the year was 35.

#### OUTFIT.

Besides the college building, there were at this time two professors' houses, but one of them was untenable for want of repairs. The grounds were altogether without fences, and so the board recommended a grant of \$10,000 for repairs and fencing, with an equal sum for the library and apparatus, over and above the \$32,800 due from the seminary fund for 1862-1865. The legislature actually granted \$52,400, though the items did not correspond in all respects with the recommendations.

The board recommended that a geological and mineralogical survey of the State be made by the professors and students of the seminary.

From the treasurer's report it is seen that for the three months of activity during the year 1865 the expenditures of the school amounted to \$20,573.31. Not quite \$8,000 went for repairs, leaving for other expenses over \$12,000. The sum total of professors' salaries for the entire year would not have exceeded \$8,250. To this we must add some \$2,400, the cost of boarding, on an average, 20 students for three months each.

The financial prospects were such that the prospectus for the next session (1865-67) announced two new professors and two assistant professors. The catalogue for the year, however, registered nine professors and one assistant professor.

The legislature appropriated \$10,000 for repairs and apparatus in addition to the \$8,200 due from the fund. The sum for beneficiary cadets could not have been less than for the preceding year (\$15,600). For ensuing years this sum was more than doubled.

For the beneficiary cadets the appropriation was \$36,000.

#### A DEFICIT.

The treasurer's report for 1867 shows that in that year the income of the institution had been \$69,492.99, of which \$22,953.90 was from the fees of pay cadets, \$13,814.44 from beneficiary cadets for two quarters. The annuities for 1862 and 1866 had been paid, amounting to \$11,544.90.

An addendum to the account shows that the institution had outstanding obligations amounting to \$25,013.85. Equal nominal assets were reported in a spirit of double entry, one item of which, however, was \$2,805.66 of back debts of students. A deficit of \$3,000 was set down to the account of professors' salaries. At this time \$2,500 was a professor's salary, \$3,000 the superintendent's, and quarters were generally included.

In 1868 the legislature made no specific appropriations, but the annuity warrants for the two years 1867-68 were expended in that

year, and the beneficiary fund furnished \$20,408.50 for three quarters. The addendum to the account shows outstanding obligations of \$29,809.30, with nominally equal assets; but their real value could not have been, owing to the discount on warrants, greater than \$18,044.43—that is, the institution was virtually \$11,764.87 in debt. The superintendent's report for the same year shows that the highest monthly average of expense for each student was \$35.20, while the fees paid were \$40 monthly. Even with the depreciation of warrants for the beneficiary cadets, it would look as if the fees alone might have paid all expenses of sustenance and instruction.

On March 6, 1869, the legislature appropriated \$15,000 to the erection of three professors' houses, \$5,000 for repairs, \$5,000 for out-houses, fences, etc., and the same amount for apparatus and books. The treasurer's report for 1869-70 accounts for upward of \$72,554.63; \$10,689.37 had been expended for repairs and refitting, but of the sum granted for erecting professors' houses only \$1,454.80 had been expended in the way directed. The remainder had, however, been paid, but must have been applied to other purposes. To be sure, the seminary buildings had been burned on October 15, 1869, and the institution had been transferred to Baton Rouge, where a portion of the building for the deaf and dumb had been tendered for the temporary use of the seminary. The cost of transportation was, however, only a little over \$1,000.

But we can not continue to go minutely into the financial administration of this institution. Enough has been said to show that it was run in a very expensive way, and to this we must charge the no very great success of the management. For one thing, the tenure of office for teachers was not very long, and extravagance found vent in other ways as well.

#### LAVISH APPROPRIATIONS—CHANGE OF NAME.

The legislature continued generous with its appropriations. In 1870 a grant of \$20,000 was made, and the beneficiary fund was raised to \$35,700. The name Seminary of Learning was no longer sufficient, and was replaced by that of "University." The next year saw this sum raised to \$46,200, with \$30,000 for general purposes and apparatus.

#### SUSPENSION.

For some years after 1872 the legislature would make no appropriations for the university, and so the institution was closed. The race issue was then to the front in State politics, and this was the method taken by the legislators to punish the university for its persistent refusal to admit negroes to its privileges.

This suspension lasted until after the election of 1876 had brought the administration of the State once again into the hands of the educated and property-holding classes.

## MERGED WITH THE AGRICULTURAL AND MECHANICAL COLLEGE.

The legislature on May 19, 1877, passed an act uniting the Louisiana State University with the Agricultural and Mechanical College, giving to the joint foundation the conjoint name. The site of the latter was transferred to Baton Rouge. Congress had made in 1862 grants of land for the purpose of establishing in the various States institutions of a generally industrial character; obviously it was not till the lapse of a few years that Louisiana could accept this donation. Ever since this new fund had become available the superintendent of the university had been urging the union of the two institutions, but this petition had long been unheeded.

The Agricultural and Mechanical College had enjoyed a brief existence before it was merged as above. The act providing for its establishment passed the legislature on the 7th of April, 1874. A grant of \$10,000 for buildings and lands in one of the country parishes was made, but a preliminary organization was allowed in New Orleans. It was especially provided that no "race nor color" should be excluded, which was, in Louisiana, equivalent to setting the institution apart for the sole use of negroes. Until 1877 the institution continued to exist in New Orleans, though the Chalmette battle ground below the city was the regularly chosen site.

On the 5th of October, then, 1877, the Louisiana State University began a revived existence conjointly with the Agricultural and Mechanical College. The policy of fusing these schools was doubtless due to the inability of the State to support them separately, for from now on the attempt was to be made to keep expenditures down to the lowest possible basis, so as to put the treasury into a sound condition once more. At reopening there were four professors, including the president. The chairs they filled were entitled engineering, general and agricultural chemistry, mathematics and mechanics, and languages. The following scheme had been adopted in the act of May 19, 1877, for the organization of the institution:

SEC. 12. *Be it further enacted, etc.*. That there shall be maintained in the Louisiana State University and Agricultural and Mechanical College, as heretofore constituted and established:

First. Schools of literature, including the languages of the principal nations of ancient and modern times, philosophy, logic, rhetoric and elocution, history, ethics, metaphysics, and such other and special branches of learning as the board of supervisors may determine.

Second. Schools of science, including mathematics, astronomy, engineering, architecture, drawing, physics, chemistry, botany, zoology, agriculture, mechanics, mining, navigation and commerce, and such other special branches of learning as the board of supervisors may determine.

Third. Schools of the useful and fine arts, and of military science and art.

Fourth. Schools of medicine and law.

Fifth. Such other schools as the board of supervisors may establish.

This arrangement into "coordinating schools" was doubtless after

the pattern of the University of Virginia. It implies unrestrained election of courses from the very beginning, and some fixed number of "certificates" in separate schools, to have a collective valuation in a diploma conferring one of several degrees.

The funds of the two institutions were of course united, and yielded an annual income of about \$20,000. State appropriations for beneficiaries will not again be heard of.

There seems to have been some fear at this time that the agricultural and mechanical features of instruction might be neglected, and so the act of fusion especially enjoined such teaching and the equipment of workshops and laboratories, with land for an experimental farm. The town of Baton Rouge, therefore, made the institution a gift of a large tract of land situated in the rear of the deaf and dumb institution.

#### ANNUAL INCOME.

In 1879 the constitutional convention so scaled the funds of this institution that from then on the annual income from both funds has been \$14,555.65. There has been, however, a regular appropriation from the treasury of \$10,000 per annum, all that the State constitution allows. Thus for the past ten years the annual revenues of the institution have been slightly under \$25,000.

Under the new organization tuition was made absolutely free to Louisianians, and all necessary expenses for a cadet were lowered to \$16 monthly. From this time the boarding department had an entirely separate account, and students were also permitted to live in the town. It seems an unquestionable statement that private enterprises can be successfully conducted on much smaller expenditures than those undertaken for the State, which is a lamentable commentary on human nature. And this in no sense implies criminal malfeasance, but only that the same care and economy are not exercised in the disbursement of public funds. A few years before this time \$40 monthly had been declared as small a sum as would suffice for board and tuition, but now tuition is free and board is only \$16 monthly. Circumstances, to be sure, have changed a little. Baton Rouge was doubtless somewhat cheaper than Alexandria; the purchasing power of money was probably a little greater; but perhaps something is to be attributed to the fact that the boarding of the larger part of the students was no longer at the expense of the State.

#### THE ENDOWMENT.

1. In 1858 the State had issued bonds to the account of the seminary fund for \$136,000, bearing an annual interest of 6 per cent, making \$8,160. In 1879 the bonds were destroyed, and the fund is now represented by the same amount of mere obligation on the books of the auditor; the rate of interest was lowered to 4 per cent, and the annual income has been thus reduced to \$5,440.

2. *The Agricultural and Mechanical College fund.*—In 1862 Congress passed a general act donating to the States 30,000 acres of land for each Congressman and Senator. In 1866 the State of Louisiana accepted her share in this donation and received 210,000 acres of land. In 1873 the State issued bonds for \$327,000, bearing 6 per cent interest, to pay for this land. The annual income of the institution was thus \$19,620 from these bonds. In 1875 these bonds were by constitutional amendment converted into \$196,200 new consolidated State bonds drawing 7 per cent interest, and yielding an annuity of \$13,734. The constitution of 1879 converted these bonds into an obligation in the auditor's books of \$182,313.03, drawing 5 per cent interest, and giving an annual income of \$9,115.65.

Prior to 1875 the sum of the annual income of the two institutions was \$27,780; since 1879 this has been reduced to \$14,555.65.

#### THE SCALING OF THE FUNDS.

The scaling of the interest above described has been the subject of much complaint from the trustees of the institution, but the essential justness of the matter is not an easy point to form an opinion on. That the State had the right to lower the rate of interest without diminishing the principal, a trust fund bestowed by Congress, seems self-evident in view of the lowered rate of interest throughout the country. Surely the State has the right to pay such a rate of interest as is common in respect of large loans made to private persons.

The diminution of the principal of the Agricultural and Mechanical College fund is not so inequitable as it looks on the face of it; the sum of \$327,000 was never received for the lands, and doubtless the present valuation of \$183,000 is much nearer the actual sum received for them.

#### BENEFIT OF THE UNION OF THESE INSTITUTIONS.

Here the question presents itself whether the union of the two institutions has been advantageous to the State. The answer, it would seem, must be an unquestioned "no," and the reasons are not far to seek. There can be no question but that the true purpose of an agricultural and mechanical college is to turn out a body of farmers and mechanics who shall, in addition to a manual training for their crafts, have among other things a training at first hands in the chemistry of soils and growing crops and the principles of architecture and engineering. It is believed that almost no men of this class have been sent out from the institution. Certainly until within a few years there was no experimental farm or even garden for students, and the mechanical equipment has been of the most meager description. How meager the facilities offered for such instruction have been may be gathered by an inspection of the faculty for 1884-85, a list taken quite at random. Exclusive of the preparatory department, there

were then 9 professors including the president. Of these only two, a professor of general and agricultural (?) chemistry and a professor of mechanical engineering, represent the polytechnic side of the institution; but we must bear in mind that nearly two-thirds of the annual income was derived from the polytechnic funds. But the cardinal objection to the combination of these institutions is this: Rightly or wrongly, the study of pure science, study with mental culture as its main object, takes precedence over practical studies, study of the "bread and butter" sciences, and in any group of students following these different aims, those engaged in the pursuit of pure science will assume for themselves, while the others will tacitly allow, an intellectual supremacy as it were. Spite of all the efforts of materialists, at this day and time the practical when brought face to face with the ideal yields in a manner more or less pronounced. From this point of view, then, the amalgamation of the two institutions has been distinctly damaging to the agricultural and mechanical activity of the school.

In the neighboring State of Mississippi the policy of separation has been pursued with distinctly better results. The university at Oxford has, during its entire career, worked quietly and, comparatively at least, successfully along the lines of pure science, offering good facilities and attracting large numbers of students from without as well as within the State; and if it is going too far to say that it has been distinctly the foremost institution in the Gulf States, it has certainly not been surpassed by any other neighboring institution. The Agricultural and Mechanical College at Starkville has had from the start a large attendance, and, to mention nothing else, has benefited the entire region by its experiments in grass culture, dairy farming, and stock breeding.\*

#### ADMINISTRATION OF THE INSTITUTION.

We have seen that Col. W. T. Sherman was the first superintendent or president of the Seminary of Learning. During the war Col. William E. M. Linfield was for a short time at its head. His successor was Prof. William A. Seay.† On the reopening in 1865 Col. David F. Boyd, also a West Pointer, who had been a professor there before the war, was made president. Affairs continued under his charge until after the adoption of the constitution of 1879 (July, 1880), at which time he was removed by the board of administrators appointed

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\* Since these words were written in 1888 considerable improvement has been made in these respects. On March 2, 1887, the Hatch bill passed the United States Congress, appropriating \$15,000 each to the States that had agricultural and mechanical colleges by the grant of 1862. Three experiment stations have been established in Louisiana, under the directorship of W. C. Stubbs, Ph. D., and from these have proceeded a useful series of bulletins on crops, soils, hurtful insects and other pests to crops and cattle. [Note written in 1890.]

† The presidents of this institution all became titular colonels.

by the then governor. The prime factor that led to this expression of disapprobation of his course was the expensiveness that had characterized his administration. The alumni of the institution had, however, and still have, the most unshaken admiration for him. A general largeness of nature went with the man. About 1868 we find him gravely recommending to the legislature the establishment of courses in Hebrew and Sanskrit. In another report he advised the creation of three chaplaincies, Protestant, Catholic, and Hebrew. On a larger sphere of action Colonel Boyd would perhaps have made a great organizer, for his sympathies seem really broad. Indeed, the alleged breadth of his views on religious matters was one of the points raised against him. Doubtless for the University of Louisiana more closeness, not to say narrowness of outlook, had been expedient. Colonel Sherman had seen how low the grade of the institution was, but he thought that it ought to be low, and very rightly. In Colonel Sherman's time a few beneficiary cadets were rejected as insufficiently prepared, a thing that has probably never happened since, and never since has anything like a standard for entrance been maintained. As long as the beneficiary system was in force there was a premium on admitting ill-prepared students. But it must be emphasized that in one of the greatest requisites for the head of a school Colonel Boyd was very strong, viz, in the capacity for rendering the students enthusiastic.

Colonel Boyd's successor was Col. William Preston Johnston, son of the Confederate general, Albert Sydney Johnston. This gentleman graduated at Yale College in 1852, and for a short while after the war held a professorship in Washington and Lee University. In the University of Louisiana he gave instruction from the chair of history and English literature in addition to his duties as president. During his administration the attendance of students was continually on the increase. In January, 1883, he resigned his post to accept the direction of the Tulane University, in New Orleans.

His successor was James W. Nicholson, professor of mathematics in the institution since 1872. Professor Nicholson was entirely a Louisiana product. He had been educated at a small institution known as Homer College, in a town of that name. This was an educational enterprise of the Methodist Conference of Louisiana, and had some vigor before the war, but since then it has existed only by fits and starts. Professor Nicholson had a large natural talent for mathematics and was independent of teaching for his acquirements in the higher mathematical fields.

In July, 1884, Professor Nicholson resigned the presidency and Colonel Boyd was again appointed. The first year after his return the attendance remained good, for 182 cadets were enrolled; the next year it fell off nearly one-half, being only 95, and in 1886-87 was 69.

In December, 1886, Colonel Boyd resigned, and was succeeded as president pro tempore by his brother, Prof. T. D. Boyd, who held the chair of English. In July, 1888, Prof. T. D. Boyd refused the permanent position of president. During that summer Professor Nicholson, who had been acting as president, was formally elected to that position, and this office he continues to hold.\*

In connection with the decline in the number of students noted above, it must be borne in mind that about that time the preparatory department was lopped off and so was the department of ancient languages. It forms a rather pertinent example of the various shifts in professorships there that the chair of ancient languages, abolished in the summer of 1886, was subsequently recreated and filled by no less a person than the former president himself.

#### CHANGES IN LOCATION.

The institution has had three homes. The first was built at a cost of about \$90,000, in the neighborhood of Alexandria. This continued to be its domicile from the opening, in 1860, until the destruction of the edifice by fire in 1869. There was an interregnum of about three years during the war. The cabinets and collections were in the main saved from the fire.

The Asylum for the Deaf, Dumb, and Blind in Baton Rouge then became a temporary refuge, but was afterwards made a permanent home by the removal of these unfortunates to other quarters. From the removal in 1869 until the summer of 1886 the institution remained in those quarters. Again there was an interregnum, at least of scholastic functions, for about four years, between 1874-1877, owing to the withdrawal of appropriations by the reconstruction government. These buildings were also very large and had cost the State a considerable sum.

In the summer of 1886 the institution was moved into its third home—the barracks, at the northern end of Baton Rouge. In July of that year these buildings and grounds were granted by Congress to the State for the university on condition that everything be kept in repair and used always for educational purposes. The barracks must, however, be returned to the General Government whenever a demand is made for them. They had, since the withdrawal of troops shortly after the election of 1876, fallen into great decay, and the State has put very much needed repairs upon them, but it still remains that the donation of the use of the buildings was a very generous act.

Not much more in the way of location could be hoped for than the University of Louisiana now enjoys. It had, to be sure, been well housed for previous years in the Deaf and Dumb Asylum, where class room, cabinet, mess room, and dormitory accommodations had been

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\* He has since resigned, being succeeded by T. D. Boyd.—Ed., 1898.



admirable, but the campus was not well suited to military drill and athletic grounds, and the land lay so badly as never to have been utilized for agricultural purposes. On the new campus there are fine level spaces for drill and athletics, splendid forest trees for shade, in addition to a number of separate buildings for dormitories, class rooms, cabinets, chapel, library, and professors' homes. The main group of buildings is ranged around four sides of a pentagon, with the bare side toward the Mississippi River, which is only a few rods distant and toward the setting sun. These buildings are two stories high. On each of the long sides of the narrow buildings are rows of Doric columns, with upper and lower galleries between the columns and the walls; thus every room has a gallery exposure, which is an almost indispensable condition of comfort in the South. These large buildings are occupied mainly for dormitories, but some suites of rooms are devoted to homes of professors, and the lower floor is used partly for class rooms.

Back of this group of buildings, scattered here and there among the trees on the campus, are several professors' houses, formerly devoted to the garrison officers. There are also two large buildings like the ones described, save for the lack of colonnades, in which the fine collections of the university are exhibited. Another large building is devoted to the mechanical department, and far to the northeast end of the campus is the library. A mess house, a large shed (tent) for public gatherings, and numerous servants' houses and outbuildings complete the prospect. There is, further, a large experimental garden in the limits of the campus proper, not to mention the private gardens belonging to the professors' houses.

Quite out of the campus proper lies a large tract of land which is devoted to the agricultural teaching of the institution. North of the campus there is a deep hollow through which the small Baton Rouge Bayou runs. When the river is high in the spring backwater from it forms a large lake in the hollow. At a trifling expense for a dike across the mouth of the bayou a permanent lake could be made, which, besides improving the health of the barracks and of the town, would offer fine facilities for boating and bathing, exercises as improving to masculine muscle as they are dear to the hearts of boys. It is much to be hoped that the public spirit of the citizens of Baton Rouge will in this way add to the charm of the highly beautiful situation of the State University.\*

#### BENEFICIARY CADETS.

It will have been seen above that for a long time the largest appropriations to the university were set to the account of beneficiary cadets. Beneficiarism was the inheritance left the "Seminary of Learning" from the previous educational efforts of the State. In the

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\* Now (1898) an accomplished fact.

act of incorporation, March 31, 1853, the new foundation was required to undertake the entire maintenance of four indigent students from each of the four Congressional districts then given to Louisiana. They might remain for four years, the number never to exceed 16 at any one time. Soon after the institution came into operation, however, on the 7th of March, 1860, the number was set at one for each parish (48). Exactly six years later the number was put at 52, and \$300 yearly was allowed the institution by the State for each of the beneficiary students, who were by this act obligated to teach within the State for two years after graduation. In the following year the number was made equal with that of the representatives from each parish, and the allowance for each cadet was \$400. In 1870 the number was fixed at 2 for each parish and 20 from New Orleans, each with a yearly stipend of \$350, and the appropriation was \$35,700. In 1872 the number of beneficiaries was fixed at 132 (which does not quite correspond with the above ratio of apportionment), and these brought the institution a yearly appropriation of \$46,200. The beneficiary system had now reached its height, and soon after this the institution ceased to exist along with the discontinuance of this beneficiary appropriation.

#### DISCUSSION OF THE BENEFICIARY SYSTEM.

In 1867-68 the number of beneficiary cadets was 90 and the whole number of students 144. But this was a smaller attendance than in the previous years, before the enlargement of the number of beneficiaries. There is one fair inference, it seems to me: The increase in the beneficiaries had decreased the number of paying students—had been deleterious to independence. But in the report of the superintendent for that year the system was vigorously applauded, particularly the so-called normal feature involved in the requisition that beneficiary students must teach for two years in the schools of the State.

In 1872, as we have seen above, the number of beneficiaries was 132, and the appropriation for them \$46,200.

It would seem that intelligence must have revolted against such an appropriation. It was utterly impossible that at that time the State of Louisiana could have furnished so many worthy cadets of age and preparation suitable to enter college classes, excluding those able to pay for their education. In Colonel Sherman's day beneficiary students unable to pass into a grade admittedly low were not permitted to enter the college. The prime defect of higher education in Louisiana has always been in the lack of suitable training schools for entrance, and to this defect the State University contributed by having at times a supposed preparatory department, or else an altogether inefficient standard of admission.

The white population of Louisiana has always looked upon the ten

years from 1866 to 1876 as a period of alien misrule. For the establishment of the beneficiary system in connection with the State University the responsibility does not rest with the reconstruction government, nor can one estimate how much responsibility is theirs for the great exaggeration of it. After 1872, however, the race issue was so dominant in politics that the State administration tried to force the admission of negroes into the State University. Not being able to accomplish this, beneficiary appropriations were cut off, and so the university ceased to offer courses of instruction altogether. We will be thankful that since that time the principle of beneficarianism has not come back again into higher education as patronized by the State. Nothing but a strong desire for the sums thus derived could, it seems, have blinded the eyes of thinking men to so false a system. Without in any sense raising a question here as to the ultimate rights of a free public-school system, there can surely be no right to feed and clothe a small number of students, not paupers, at State expense, unless an equivalent be required in a long term of service for the State. True, in this case, two years' service was required in the schools, and the university authorities made large claims for the "normal" feature of their work, but it is safe to say that the State received little, if any, real advancement of its public or, for that matter, private schools through these beneficiaries, and that in most cases the obligation to teach was disregarded. It is certain that there is only a sporadic case or two where these beneficiaries became professional teachers.

Into the deeper question of the hurt to human character, in respect of the beneficiaries themselves, this is not the time nor place to go.

It is a postulate that an institution dependent upon beneficiary students for its maintenance could not, in a State almost wholly devoid of schools that could fit for college, set up and maintain a high grade of entrance.

#### THE BENEFICIARY SYSTEM NOW.

We have seen that the State no longer appoints beneficiary students, nor makes them the basis of its appropriations. In 1886 the legislature passed an act permitting the police juries of each parish to appoint a beneficiary cadet, and appropriate out of the parish treasury \$250 annually for his support. The city of New Orleans was empowered to appoint 17, 1 from each of its wards. Avail is sometimes made of this provision. Properly employed the writer conceives of its being made very useful. If the appointee were selected after competitive examination from the public schools of the parish, the standard of appointment to be quite high, it might tend to encourage the establishment of at least one high school in each parish, particularly if it were understood that the two years of teaching service required should be devoted to the high school of the student's own parish, or perhaps of a contiguous parish on a fixed basis of exchange.

## THE LIBRARY.

It is with a real pleasure that we approach the subject of the library and cabinets, and in these particulars the administration of Colonel Boyd was admirable, for it is due to this man of large, if somewhat impractical, aspirations that these features of the institution have been so well cared for. During the war the books, as well as the other collections, had been almost entirely destroyed, but in the very first catalogue put forth after that struggle it was announced that "1,300 select volumes" had been gathered together, and this number was expected to be greatly increased by the next session. The books had increased to 3,000 in the next year, and the collections of minerals and geological specimens were well under way. This rapid growth continued, and soon (1868-69) the scientific professors in the institution were making topographical and geological surveys in the State, and large accessions of specimens were made in this way.

The great fire in the autumn of 1869 did not, fortunately, cause any appreciable damage to the library, but some of the collections, notably the herbarium, were considerably damaged. To what state the library and cabinets had been brought during the eight years of what we may call the second-life period of the university (1865-1873), the catalogue for 1872-73 gives evidence. The library then contained nearly 11,000 volumes, distributed in the following manner:

Subject.	Vol- umes.	Subject.	Vol- umes.
Encyclopedias .....	342	Medicine .....	443
History .....	749	Theology .....	586
Biography .....	531	Modern languages .....	389
Travels .....	603	Ancient classics .....	583
Poetry .....	432	Law .....	420
Fiction .....	863	Governmental reports .....	591
Literature .....	1,221	Periodicals .....	306
Mathematics .....	345	Miscellaneous .....	596
Engineering and mechanics .....	169	Duplicates .....	532
Natural philosophy and astronomy .....	365		
Botany and zoology .....	180	Total .....	10,611
Chemistry .....	76	Volumes donated during the year .....	137
Geology and mineralogy .....	289		

The reading room was described as follows:

In connection with the library is a reading room, which is kept well supplied with literary and scientific journals, and the leading newspapers of our country. To this room cadets have free access in the hours of recreation. It is the aim of the university to stimulate, by every possible means, the youthful mind to thought—to create a taste for polite learning, and to form the habit of acquiring useful information.

## LIST OF MAGAZINES AND PERIODICALS IN THE READING ROOM.

*Weekly.*—The Illustrated London News, Leslie's Illustrated Paper, The Aldine, Harper's Weekly, The Graphic, Every Saturday, Appleton's Journal, Cassell's Magazine, Land and Water, Hearth and Home, The Nation, Athenæum, Satur-

day Review, The Engineer, The Scientific American, The American Artisan, The Engineering and Mining Journal.

*Monthly.*—The Art Journal, Chambers's Journal, Harper's Monthly, Atlantic Monthly, Good Words, Good Words for the Young, The Sunday Magazine, Temple Bar, Cornhill, Belgravia, Lippincott's Magazine, London Society, Frazer's Magazine, Macmillan's Magazine, The Southern Magazine, The Galaxy, The Eclectic Magazine, Scribner's Magazine, Blackwood's Magazine, The Naturalist, The Industrial Monthly, The Mechanics' Magazine, The Journal of Science and Art, The Journal of Pharmacy, The Popular Science Monthly, Annales de Chimie, Die Gartenlaube.

*Reviews.*—The Edinburgh Review, The Westminster Review, The London Quarterly Review, The Fortnightly Review.

The collections of the institution had also greatly increased by purchase and private donations. A rather general statement of the resources in this respect will presently be cited from the same catalogue. The Wailes collection there mentioned contained, among other things, a large mastodon tooth, and was for the institution a remarkably good museum of geology and palaeontology

#### MUSEUMS, ETC.

There is an immense collection of minerals and of geological and conchological specimens, many thousand in number, and a rich herbarium, all scientifically determined and well arranged.

In fact, no institution in the South is superior to the university in regard to cabinets of that nature. The extensive collections of the late Colonel Wailes, of Mississippi, Dr. J. B. Hall, of New Orleans, and Dr. R. D. Nevius, of Mobile, have been secured, and large accessions are constantly being made through the labors of the professors engaged upon the topographical, geological, botanical, and zoological surveys of the State, by the donations of public-spirited citizens, and by purchase. Efforts are also making to secure Ward's "College Series" of geological casts.

The Ames Museum (in New Orleans) of Natural History and Curiosities has been obtained, by means of which, together with a large number of specimens of animals, birds, reptiles, insects, etc., donated by friends and collected by officers and cadets, the university has a very large and scientifically valuable museum of natural history.

A good deal of material has been obtained for an industrial museum, which, it is hoped, will be soon well organized.

The Newton Richards collection of building and ornamental stones is a valuable acquisition in the department of engineering.

An immense number of Indian relics, of almost every description, specimens of the handiwork of the savage and barbarous nations, and many old coins and medallions, make up what the university has of archaeology and ethnology.

Since the reorganization in 1877 there has been a fairly steady growth in the library and collections. No one could claim that the library is suitable for the real research work of a real university, but for the acquirement of general cultivation it is not ill adapted. Besides works of general literature the outfit in the classics is very respectable, and not less so because many of the editions are old, if not rare. The

catalogue for 1889-90 contains the following summary of the contents of the library:

Department.	Volumes.	Department.	Volumes.
English poetry and drama.....	300	Books of reference.....	270
French literature.....	604	Art.....	263
Miscellaneous English.....	1,223	Law.....	500
Fiction.....	623	United States reports and publications.....	3,589
Geography and travels.....	458	Textbooks.....	2,509
Biography.....	612	Mental science, etc.....	218
History.....	1,061	Natural sciences.....	1,011
Medicine.....	381	Education.....	230
Military science and history.....	125	Linguistics.....	144
German.....	121	Theology.....	607
Italian literature.....	50	Total.....	17,033
Spanish.....	40	Added from 1881 to March, 1886.....	1,900
Mathematics.....	548	Total number of books in library.....	18,933
Miscellaneous.....	606		
Classics.....	600		
Engineering.....	182		

In 1888 the reading room had the following list of periodicals:

*Quarterlies*.—Edinburgh Review, Westminster Review, British Quarterly, Periodical Index.

*Monthlies*.—Contemporary, Fortnightly, Nineteenth Century, Blackwood, North American, Popular Science, Journal of Franklin Institute, Education, Knowledge, American Chemical Journal, American Botanical Journal, American Microscopic Journal, American Philological Journal, English Chemical Journal, Louisiana Journal of Education, Southern Planter, Century, Harper's Magazine, Atlantic Monthly, Macmillan's Illustrated, St. Nicholas, Modern Language Notes.

*Biweekly*.—Revue de deux Mondes.

*Weeklies*.—New York Nation, Nature, Science, Athenæum, Notes and Queries, London Times, London Illustrated News, Scientific American and Supplement, London Chemical News, Critic, Publisher's Weekly, Compte Rendu de Paris, Army and Navy Journal.

Mention is not made of a number of newspapers of a purely local interest. To judge by the report for 1890, the list of periodicals had been Americanized, perhaps, to the greater interest of the students, but it seems a great pity to have given up collecting sets of the fine old English quarterlies, not to mention the monthlies.

Colonel Boyd served as director of the North, South, and Central American Exposition in 1885-86, and was enabled to add a number of casts and specimens to the various collections of the university.

#### THE LIBRARY BUILDING.

During its domicile in the Deaf and Dumb Asylum the library and cabinets were well displayed in large and well-lighted rooms. In external aspect the present library is very unique.

Far off to the northeastern corner of the garrison inclosure is a long, low building, entirely without windows, save for two small grated apertures at each of the narrow ends, while for entrance a heavy iron door is swung in the center of the southern front, a place

more like a prison house than the scholar's quiet domicile among his books. Few could have ever seen such a building, and as you enter for the first time it fairly oppresses you to observe that you pass through a doorway whose walls are 5 or 6 feet thick. Within, the room presents an equally strange sight. Along the walls bookshelves extend around the whole parallelogram, save for the trifling space of the small windows. The ceiling is so low that you can almost touch it at the bookcases, but it rises in low, heavy arches, only to sink again archwise on massive square pillars in the center of the long room. Thus are formed two long corridors with low arches that fall into a succession of vaults down the passages. The central pillars are girt around with square bookshelves, all with their burden of volumes.

The building was the old powder magazine of the barracks when soldiers, and not scholars, were stationed there.

You would think it dark, but the whiteness of the ceiling counteracts in some measure the deficiency of apertures for light, and on fair days, at least, one reads without difficulty until after sunset. So thick are the walls that it is cool there on hot summer days, and never very cold on the rawest days the Southern winter affords.

#### THE FACULTY AND COURSE OF STUDY.

In the eight years' struggle for existence that followed directly upon the war the faculty was a frequently changing one, for, as we have seen, the financial management of the seminary was so involved that the professors were frequently in great perplexity about the payment of their salaries. One of these short-term professors was James M. Garnett, who has since won an international reputation as a translator of Anglo-Saxon poetry. For a time, also, Admiral Raphael Semmes, the famous commander of the *Alabama*, held a chair in the institution. His reputation had been gained in a widely different field of action.

It should not perhaps occasion surprise to notice how easily these professors shifted from one chair to another. One of them was now a professor of Greek, now of Latin, now of mathematics, pure and applied, and again of English. It is not the South alone that has not yet awakened to the belief that there should be special training for special work. It is, of course, a question how far specialists should be preferred to what we may call "generalists" for strictly college work. Certainly the amount of personal impression conveyed by the teacher is an important thing, and if this can be secured in a man that represents special training, besides a quite respectable general culture, such a man would approach the standard of the ideal college teacher.

A full set of catalogues has not been accessible, but the following list of names will probably comprise almost all the persons that have

been engaged in giving instruction in the institution since the war. They are classified according to the chairs they first held in connection with the institution, though many of them were shifted many times. The titles of the chairs have also been of such a varying compass at different times that difficulty is felt in understanding exactly what duties to the college were represented by them.

*Ancient languages.*—David F. Boyd, William S. Bringham, William A. Seay, C. W. Hutson, Stephen Athanasiodes, Richard Henry Tebbs, William C. Wilde, George S. Thomas, W. H. Magruder.

*Engineering, etc.*—Richard M. Venable, Samuel H. Lockett, Samuel Barnett.

*Natural sciences.*—Edward Cunningham, James M. Boyd, John R. Page, James W. Wilson, F. V. Hopkins, Pendleton King, Tilman L. Grimes, Richard S. McCulloch, Mark W. Harrington, William Leroy Broun, Bennett B. Ross, A. T. Prescott, H. A. Morgan.

*Mathematics.*—John N. A. West, James W. Nicholson.

*Modern languages.*—Jean Pierre Bellier, James M. Garnett, John P. McAuley, Americus Featherman, Leonard W. Sewell, Charles Chollet.

*Agriculture.*—Allen Thomas, William C. Stubbs.

*English.*—Thomas D. Boyd.

*Mechanical engineering.*—John Hampden Randolph.

*Veterinary science.*—W. H. Dalrymple.

*History.*—William Preston Johnston.

*Philosophy.*—Raphael Semmes, Edward P. Palmer.

*The faculty in 1889-90.*—J. W. Nicholson, A. M., president and professor of mathematics; Charles Chollet, A. B., professor of Greek and modern languages; W. H. Magruder, A. M., professor of Latin and English; A. T. Prescott, M. A., professor of natural history; J. H. Randolph, jr., C. E., professor of mechanics and engineering; B. B. Ross, M. S., professor of chemistry, mineralogy, and physics; W. H. Dalrymple, M. R. C. V. S. L., professor of veterinary science; H. A. Morgan, B. S. A., professor of horticulture and entomology; H. P. McCain, second lieutenant, Third United States Infantry, commandant of cadets and professor of civil engineering; H. Skolfield, treasurer and instructor in bookkeeping; W. C. Stubbs, Ph. D., professor of agriculture and director of the university experiment station; ———, assistant professor of agriculture and director of station No. 1; D. N. Barrow, B. S., assistant professor of agriculture and director of station No. 2; J. G. Lee, B. S., assistant professor of agriculture and director of station No. 3; C. E. Ives, principal of subfreshman department; H. M. Furman, assistant instructor.

The courses of study as announced from year to year seem on the face of them fairly abreast with most of the Southern institutions under State patronage. The appendix will contain some pages of reprints of these courses taken from an occasional catalogue. Their true educational value could be best ascertained from a large acquaintance with the alumni of the institution, and this the writer does not possess. One or two men could be mentioned of real worth on the side of culture, but the question remains how far this is the result of the personal equation—how far of the college training. A college of any attendance at all could not be kept from turning out now and then a man of exceptional talent, and such men form no criterion for estimating the worth of an institution.



## THE ALUMNI.

The extent to which the institution has suffered by the interruptions of the war and between 1874-1877 can be seen by a glance at the list of alumni. The first graduates were in 1869. For the next six years there was an uninterrupted but not overlarge stream, making an aggregate of 58, a yearly average of not quite 10, a proportion hardly commensurate with the number of students. Such a falling off may have been due to the difficulty of the course, but it may also have resulted from the failure to arouse that enthusiasm which endureth all things, hopeth all things.

Graduation began again in 1882, since which time the number of graduates has again (1890) reached 58.

## UNIVERSITY WORK.

A university, apart from its duties in giving instruction and extending culture, is expected to do something in the way of original research and discovery. The University of Louisiana which, in respect to its students makes no claim to do more than impart instruction, has, in the person of its professors, done some work of investigation.

In the summer of 1869 geological and topographical surveys of the State began to be made, the former by Prof. F. V. Hopkins, the latter by Col. Samuel H. Lockett, professors, respectively, of geology and engineering. Colonel Lockett's labors extended over several summers, his fourth report being printed in 1872. His survey bears a character for extreme accuracy, and has been, along with the very complete map he drew, of great value to the State.

The professor of modern languages, Americus Featherman, was engaged upon a botanical survey of the State about the same time. He classified the larger part of the flora of the State, and deposited many specimens in the museum of the institution.

## THE FUTURE OF THE INSTITUTION.

The writer will not be thought to have drawn a very flattering picture of the past of the University of Louisiana. He will therefore be pardoned for indulging a somewhat roseate prospect for its future. The last three or four years have not been years of any brilliant growth, but they have been, perhaps, a quiet seedtime for a future harvest. The present outfit of the institution comprises several chairs of value for the agricultural and mechanical work, and it is in that field that the utility of the institution must eventually lie, as its recent developments have lain. Notice has already been made of the temporary abolition of the classical department. At present Greek and Latin are parceled out to the professors of modern languages and of English, respectively. [Written in 1890.]

Education in Louisiana happily does not rest on one institution alone. The State is also, in a certain sense, a patron of the Tulane University. In lieu of the relinquishment of taxes on the latter, and in return for the donation of buildings formerly occupied by the University of Louisiana, it was provided that each senator and representative should have the right of appointing one student who should be under no charge for tuition. To 124 students, at least, the Tulane University is open as a State institution without the payment of fees. For the present this would meet all the demands, at least for men who wished to take a classical education. Then the university at Baton Rouge might be made entirely polytechnic in its aims. Doubtless for a moderate annual donation Tulane University might be thrown open to all Louisiana students without the payment of tuition.

As it is, the State University is attempting what is beyond its means to carry out; in consequence, individual professors have far too many subjects to give adequate attention to any of them. A good example will be furnished by the announcements for the English literature, history and Latin courses, all given by one man.

**Freshman class:** Lockwood's Lessons in English; Sir Roger de Coverley, read in class; A. S. Hill's Rhetoric; a play of Shakespeare, read in class; compositions once a week.

**Junior class:** Shaw's New History of English and American Literature; Milton, and selections from the essays of Macaulay, De Quincy, and Carlyle, read in class; essays once in two weeks.

**Senior class:** Freeman's General Sketch of History; Hill's Jevons's Logic; D. H. Montgomery's Leading Facts of English History (supplemented by reference to the leading authorities); Chapin's Wayland's Political Economy; essays once a month.

**Latin.**—Latin is taught only in the literary course, beginning in the subfreshman year and terminating with the junior. The time allowed for the study of the language is brief, but it is the aim of the department to secure thoroughness in what is taught, rather than to go over a more extended course loosely and superficially.

**Text-books Used.**—Subfreshman class: Gildersleeve's Latin Primer.

**Freshman class:** Gildersleeve's Latin Reader; Cæsar; Exercises; Gildersleeve's Latin Grammar; Keightley's Mythology.

**Sophomore class:** Virgil; Cicero's Orations; Exercises; Gildersleeve's Latin Grammar; Allen's History of Rome.

**Junior class:** Livy; Horace; Metres of Horace; Gildersleeve's Latin Grammar. Every student must be provided with Harper's Latin Dictionary and Ginn & Co.'s Classical Atlas.

With professors so overtasked, and consequently such meager courses, the institution can hardly expect to attract ambitious students. Restricted, however, to polytechnic courses, a not insufficient outfit might be maintained. By the mere fact of its location in a large city the Tulane has very great attractiveness for classical and literary students.

## THE HATCH BILL.

The best work done in the State University has proceeded from the agricultural experiment stations. Of this work Prof. William C. Stubbs, Ph. D., is director. Bulletins on various points connected with agriculture are issued from these stations. The preparation of sugar has received special attention, and a good number of young university students find remunerative employment in the sugar houses where the manufacture of sugar is carried on. This sphere of activity was rendered possible to the institution by the Hatch bill, approved by the President of the United States March 2, 1887. The object of this bill was to establish agricultural experiment stations in connection with the technical colleges established by the act of July 2, 1862, and for this purpose an appropriation of \$15,000 annually was made for each State. In accordance with the provisions of this act 3 stations were located for Louisiana, under the general supervision of the professor of agriculture at the Agricultural and Mechanical College. One of these stations is located back of the campus of the institution. Bulletins are sent out by the director, giving the results of various practical experiments, and these must prove of the very greatest benefit to intelligent farming in the State. It is in this particular, as has been said before, that the greatest development of the institution must be looked for.

## APPROPRIATIONS.

The subjoined table will show how much money has been granted the institution. The attempt is not made to separate the annuity funds from the grants of the State; neither are the sums realized from the annuity of the Agricultural and Mechanical College reckoned in until after its merging with the Louisiana State University:

1853-1855 (buildings, etc.) .....	\$34,190.00
1860.....	32,330.00
1862.....	23,220.00
1866.....	51,400.00
1867.....	64,580.00
1868.....	54,640.00
1869.....	77,440.00
1870.....	63,920.00
1871.....	63,920.00
1872.....	64,440.00
1873.....	8,220.00

Total.....	538,800.00
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(Here there was an interregnum of four years.)

1877, 1878 (\$28,780 annually) .....	57,560.00
1879-1890 (\$24,555.65 annually) .....	294,667.80
	890,527.80

Some small appropriations are not reckoned in this sum total.

**THE PUBLIC SCHOOLS SINCE THE WAR.**

After the war the constitution of 1868 provided, in respect of education, that:

**ART. 135.** The general assembly shall establish at least one free public school in each parish throughout the State, and shall provide for its support by taxation or otherwise. All children of the State between the ages of 6 and 21 shall be admitted to the public schools or other institutions of learning sustained or established by the State in common, without distinction of color, race, or previous condition. There shall be no separate school or institution of learning established exclusively for any race by the State of Louisiana.

**ART. 136.** No municipal corporation shall make any rules or regulations contrary to the spirit and intention of article 135.

The days of reconstruction were bitter days, and the memory of their bitterness is still green. The inexpediency of commingling the two races in social ways has since been amply demonstrated by the course of events. The laws above given were never really observed, lacking that indispensable requisite of popular government, the consent of the governed. As far as these laws were enforced it amounted to the exclusion of the whites from the schools altogether. The situation is very well discussed in the report of Mr. R. M. Lusher, superintendent of public instruction, in 1877:

The senseless inhibitions of articles 135 and 136 have generally been disregarded in the rural parishes of the State, and the system of public education has steadily gained favor from the popular mind only where separate schools for white and colored children, respectively, were established and maintained. Under the present law the parish directors have cheerfully opened and liberally sustained a white and a colored school apart in each ward, to the mutual satisfaction of both races, and only the continuance of this equitable plan can possibly secure contributions from taxpayers for the preservation and maintenance of any system of education whatever at the public expense.

It has long been apparent, in the city of New Orleans, that nine-tenths of our colored fellow-citizens prefer separate schools for the education of their children, and that the desire to enter white schools, in contravention of the natural law, is peculiar to children of mixed white and colored blood, whose parents have always been free. These children undoubtedly merit special consideration; and, as they have a strong aversion to association in the schools with children of darker hue, it would seem wise to establish a separate intermediate class of schools for their instruction. This the city board of school directors have already done by opening an "Academy No. 4," in charge of a very competent and deserving colored teacher and an experienced lady assistant, under whose skillful guidance a much larger number of such children than are now in attendance can be rendered thoroughly conversant with all the essential and liberal branches of education.

The mingling or disjunction of races, like the coeducation or separate instruction of the sexes and the grading of schools and other arrangements affecting the efficiency of a school system, are matters which should be left wholly to the discretion of the directors who are responsible for the success of that system. They are not proper subjects for constitutional enactments, but must be controlled and regulated by the enlightened conscience of the communities who are taxed for the support of free education.

## ADMINISTRATION.

A further characteristic of the reconstruction era was the large amount of money consumed in the mere administration of the schools. In 1870, for example, the following sums were expended on this account:

State superintendent, salary . . . . .	\$5,000
Five division superintendents . . . . .	12,500
New Orleans superintendent . . . . .	4,000
Secretary to the State superintendent . . . . .	3,000
Secretary to the New Orleans superintendent . . . . .	2,500
Contingent expenses, State superintendent . . . . .	2,000
Traveling expenses:	
Division superintendents . . . . .	3,600
State superintendent . . . . .	1,000
Total . . . . .	33,600

In 1879 this staff of salary drawers was reduced to a superintendent of public instruction, with a salary of \$2,000 and an allowance of \$1,000 for office expenses. The superintendent of the New Orleans schools is a city and not a State official. There may be, however, parish superintendents (58), at a maximum compensation of \$200 yearly, but the entire cost is under \$15,000 annually for administration.

## ENDOWMENTS.

The condition of the schools in 1890 must now be given.

A. The support of the schools proceeds from the education tax of 1½ mills, which is thus apportioned:

First. To pay the interest on the free-school fund, under article 233 of the constitution.

Second. To pay the interest on the seminary fund, under the second clause of said article.

Third. To pay the interest on the Mechanical and Agricultural College fund, under the third clause of said article of the constitution.

The remainder of said public education tax shall be applied to the establishment, maintenance, and support of the free public schools throughout the State. (Articles 224 to 233, inclusive, of the State constitution.)

Total valuation of property in the State subject to valuation [sic] is about \$226,000,000 for 1889 (Auditor's report for 1889). The 1½ mills calculated on this amount will amount to considerably less than the \$300,000 appropriated.\*

The free-school fund is based on donations from the United States Government, described as follows:

## ART. CII.—FREE SCHOOLS.—DONATIONS.

SEC. 1. There was allowed to Louisiana and other States, over what each State was entitled to by the terms of the compact entered into between them and the United States upon their admission into the Union, ten per cent of the net proceeds of the sales of public lands thereafter to be made within the limits of each State, respectively.

\* Breaux, School Laws, p. 43.

## ART. CIII.—DONATION ACCORDING TO FEDERAL REPRESENTATION.

SEC. 2. After the deduction of the ten per cent, and the salaries and expenses of the General Land Office, expenses for surveying public lands, salaries of the registers and receivers and expenses of their offices, the 5 per cent to new States of all the public lands of the United States, wherever situated, which were sold subsequent to the 31st of December, 1841, the remainder shall be divided among the twenty-six States of the Union according to their respective Federal representative population, as ascertained by the last census, to be applied by the legislature of the said States to such purposes as the legislature may direct.\*

On March 15, 1855, the State constituted the fund from these donations, as follows:

## ARTICLE CVIII.—FREE SCHOOL FUND.

The proceeds from the sale of lands donated by the United States to this State for the use and support of schools, except proceeds from the sale of the sixteenth section in the various townships of the State specially donated by Congress to the schools in the respective townships, and the proceeds of all lands to the State after the 15th of March, 1855, and not specially granted for purposes other than for the public schools, which may hereafter be disposed of by the State, and the 10 per cent net proceeds of the estate of deceased persons to which the State has or may become entitled by law, shall be held by the State as a loan and shall be and remain a perpetual fund to be called the free-school fund, on which the State shall pay an annual interest of 6 per cent, which interest, together with the interest of the trust fund deposited with this State by the United States, under the act of Congress approved the 23d of June, 1836, with the rents of all unsold lands, except that of the sixteenth section, shall be appropriated for the support of public schools in this State; and donations of all kinds which shall be made for the support of schools, and such other means as the legislature may from time to time set apart for school purposes, shall form part of the fund, and shall be also a loan on which the State shall pay an interest of 6 per cent per annum.

The treasurer of the State is ordered to apply annually and to receive from the General Government the said 10 per cent of moneys now due and to become due to this State, and to place the same when received to the credit of the proper fund, and to report thereon at each session of the General Assembly.†

By an act of March 19, 1857, the interest on this fund was set at 6 per cent and was declared payable from the general fund.

On the 25th day of May, 1872, an act was passed abolishing this fund altogether. Judge Breaux cites the operating clause, with a note of caustic comment.

Section 3 of said act reads: The fund in the State treasury created by act No. 182, approved March 19, 1857, known as the free-school fund, be, and the same is hereby, abolished, and in lieu thereof it is hereby made the duty of the auditor of public accounts to ascertain annually the aggregate amount which would be due the several parishes from the free-school fund, if it were retained in the form in which it was prior to the passage of this act, and to levy and collect a special tax to provide for the payment of the same to the several parishes when due, the same as if the free-school fund had not been abolished. All moneys, bonds, and other assets belonging to said free-school fund in the State treasury at the time this act

\* Breaux, School Laws, p. 47.

† *Ibid.*, p. 54.

goes into effect shall be transferred by the State treasurer to the credit of the special fund created in the second section of this act.\*

The object of this act was to secure from that source mileage and per diem of the legislators.

In 1879 the constitutional convention had this point under discussion. The constitution finally adopted set the debt due by the State to the free-school fund at \$1,130,867.51, on which the rate of interest was put at 4 per cent and declared payable out of the education tax, and no longer out of the general fund.

Judge Breaux further comments on this piece of legislation:

This is all final. *Un fait accompli*. But it may be that hereafter the legislator will readily favor the adoption of laws increasing the amounts necessary for the proper maintenance of the free public schools when he is reminded that the capital fixed is not as large as it should be and that the interest has been considerably reduced, despite the pledge of the State, and when it further occurs to him that an amount already appropriated for the maintenance of the schools is applied to the payment of the interest due to the schools.

Who can withhold his approval from these strictures? To be sure, the government of 1872 had abolished this fund altogether, but a more adequate reparation of that wrong might have been demanded.†

B. *Sixteenth sections*.—Besides the general grant to the States, Congress made other grants that affected the individual townships only.

To each organized Territory, after 1803, was and now is reserved the sixteenth section (until after the Oregon Territory act reserved the thirty-sixth as well) for school purposes, which reservation is carried into grant and confirmation by the terms of the act of admission of the Territory or State into the Union, the State then becoming a trustee for school purposes.

These grants of land were made from the public domain, and to States only which were known as public-land States.‡

It was, however, for sometime in question whether these lands belonged to the State at large or to the several townships. It was decided after some litigation and legislation that the township and not the State was the donee.

Different townships have treated their lands very differently. Some have been sold, some are leased, and some seem to have passed into nothingness. At the outset there was great inequality in the value of the lands, owing to the difference of locality; so the amounts realized from them have varied greatly. In some townships—in Concordia Parish, for example—they yield a respectable revenue, which, with the addition of the State appropriations, enables the sections to pay

\*This was an act of spoliation, and was denounced as such by the Supreme Court. *Sun Mutual Insurance Company v. Board of Liquidation*. (31 Ann., 175.)

†This is perhaps the place to draw attention to the payment of the interest on the Seminary and Agricultural and Mechanical College funds out of the education tax, and not from the general fund. I may be permitted to say that this point was contested by my father, when superintendent of public instruction, but was decided against him by the courts.

‡*Breaux*, p. 52.

good salaries for the full school term, and so secure efficient teachers; in other townships nothing or a bare pittance is all that accrues from this source.

C. *The poll tax.*—The third source of revenue is the poll tax, described as follows:

The general assembly shall levy an annual poll tax for the maintenance of public schools upon every male inhabitant in the State over the age of twenty-one years, which shall never be less than one dollar nor exceed one dollar and a half per capita—and the general assembly shall pass laws to enforce payment of the said tax. Constitution, Art. 208.\*

## APPROPRIATIONS FOR PUBLIC SCHOOLS.

1847.....	\$50,000
1848.....	225,000
1849.....	225,000
1850-51 (\$225,000 per annum).....	450,000
1852-53 (\$240,000 per annum).....	480,000
1854.....	300,000
1855-56 (\$280,000 per annum).....	560,000
1857-1859 (\$300,000 per annum).....	900,000
1860.....	650,000
1862 (by the Confederate legislature).....	485,000
1865.....	250,000
1866.....	250,000
1867.....	225,000
1868-69 (\$250,000 per annum).....	500,000
1870.....	600,000
1871.....	500,000
1872-1879 (\$500,000 per annum).....	4,000,000
1880-81 (\$300,000 per annum).....	600,000
1882-83 (\$107,000 (?) per annum).....	214,000
1884-85 (\$250,000 per annum).....	500,000
1886-1890 (\$300,000 per annum).....	1,500,000
Total.....	13,464,000

The sums expended before the war exceeded the appropriations, owing doubtless to the payment of the annuity from the free-school fund out of the general fund. Mr. Lusher's figures for that period, derived from the auditor's books, have been already given.

For the great discrepancy between the estimated and actual expenditures before the war the writer is unable to advance a more satisfactory reason than that given above.

Since the war the appropriations have, perhaps, never been realized for the schools. Certainly since 1879 the very words of the appropriation act set apart, \$300,000, say, or as much as shall be raised from the education tax. From that date, out of the annual appropriation, \$45,234.70, interest on the free-school fund is taken. No human ingenuity could ferret out how great a portion of the large appropriations made in reconstruction days ever reached the schools.

\* Breaux, p. 42.



## VALUE OF THE PUBLIC SCHOOLS.

This is, perhaps, the point where we should try to reach some conclusion as to the educational value the schools have been to the State. The system had hardly sufficient time to be put in working order between 1847 and 1860. An appreciation of their value for that period is therefore almost out of the question. The administrator of the Peabody fund, Dr. J. L. M. Curry, thus characterizes the public schools of the entire South in an address delivered before the Winthrop Training School at Columbia, S. C., May 12, 1889:

Nevertheless, the stubborn fact confronts us that in the South there was at the close of the war, or anterior to that terrible tragedy, no adequate or efficient system of public schools, and the illiteracy among the whites was fearful. Some cities and towns had liberal systems, self-sustained for white children, and all the States had some revenues set apart for general education; but the systems were a travesty, and inefficient and deceptive. African slavery sparsified population, prevented diffusion of wealth and diversification of industries, and made free schools impossible. Whatever the cause, the destitution existed.

The report of Mr. Alexander Dimitry allows us to test this characterization for Louisiana in 1850, when the system was barely inaugurated.

Six hundred and forty-nine schoolhouses had been built, purchased, or rented; these were ordinary frame or log houses with the exception of a few in cities.

Reports from 39 out of 47 parishes showed 704 school districts, with an average period of tuition of six months and thirteen days.

In these parishes, out of a population of schoolable age of 43,189, 22,927 attended school. The average cost per pupil was \$6.21 for the school term. Mill and poll taxes brought in \$339,818.74.

Mr. Dimitry proceeded with the following characterization of the teachers:

Of the qualifications of the teachers, so far as the personal intercourse of the superintendent may authorize him to speak, the standard is fair and creditable. Some of them, indeed, whom the superintendent has assisted in carrying their pupils through the exercises of the schools, gave evidence of fine abilities and intelligent method. He has met those teaching a common school who might not have been misplaced in institutions of a higher grade.

Mr. Dimitry's report again and again reverts to the opposition the free schools at first excited. Of great interest is his final summary:

But for all this the superintendent of public education has never despaired of the cause, if it shall be only measurably fortified against unreasonable assault. Every State in the Union, whose schools now bless the efforts made, has had its childhood before it reached the vigor of its prime. \* \* \*

True, we have difficulties that belong peculiarly to our State, difficulties with which they had not to contend. We have a vast extent of uninhabitable acres, immense plantations, and sparse populations. But these have not altogether forbidden the district system of public schools. With patient fortitude to bear the

trial, with intelligent agents to carry the schools through their probation, and means measurably adequate to sustain them in their growth, there is no mistaking the result. The experiment is one of barely nine months. Shall we not hold on to that which, decry the schools as we may, has gone beyond what the most knowing and the most sanguine had hoped? They have not done all that we might desire, but more than we could expect they have done. Is there anyone who will overlook all the sounder teachings of nature herself and look for the harvest in seedtime, or seek for the fruits of autumn while it is barely spring? This were madness indeed. Many a day will the friends of education have to struggle before they can get the people to realize the idea that the first of rights is right to mind, and that all others are derivatives of this. They can not consent to despair so long as they hold faith in the great Providence that overrules the courses of mankind. It may be a long struggle—a struggle of vicissitudes, of success, and defeat; but as often as the giant people may be stricken to the ground, so often will they borrow new strength for a renewed contest. It is a question between money and mind; money, one of the accidents of social life, and mind, the gift of God to creatures fashioned after His own image for imperishable destinies.

In 1850 matters were surely in a prosperous condition, when over 50 per cent of the educable children were attending public schools in a State where the system has always been unpopular for the higher classes until this day.

In 1861, however, the proportion had fallen to 39 per cent of the 96,522 children for the State at large; in New Orleans the percentage was still as high as 48. The committee on public education still had good words to say for the system.

In 1870 almost no white children were attending the public schools. At this time, when the administration was costing so much, the attendance was running low. Out of a total enrollment of above 190,000 educable children in four of the six divisions less than 25,000 were registered in the public schools.\* In two divisions there were no public schools at all. The Peabody fund was, however, administered at this time for the benefit of whites exclusively. The superintendent of education, Thomas W. Conway, appealed against this, but was answered as follows:

STAUNTON, VA., *November 8, 1870.*

DEAR SIR: In reply to your communication of October 28, I beg leave to say that, in the distribution of our fund, I should be most happy to cooperate with the State authorities. But I understand that the State public schools are so organized that the greater part of the white population are unwilling to send their children to them, and that, consequently, the benefit of the public money goes in fact chiefly to the colored children. If there is any feasible way of removing this inequality, bringing the white people generally into cooperation with you, the necessity for a local agency would cease, and we could act in concert with you.

We ourselves raise no questions about mixed schools. We simply take the fact that the white children do not generally attend them without passing any judgment on the propriety or impropriety of their course. We wish to promote universal education—to aid whole communities, if possible. If that can not be, on

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\*Conway's report of January 30, 1871.

account of peculiar circumstances, we must give the preference to those whose education is neglected. It is well known that we are helping the white children in Louisiana as being the more destitute, from the fact of their unwillingness to attend mixed schools. We should give the preference to colored children were they in like circumstances.

Mr. Lusher has been requested to avoid controversy and antagonism with the State authorities, and he has assured me that this is in accordance with his own views and wishes.

Yours, truly,

B. SEARS.

*General Agent of Peabody Fund.*

Hon. THOMAS W. CONWAY.

Conway's rejoinder was made as follows: \*

It will be seen by the letter of Dr. Sears that, owing to the representations made by Mr. Lusher, the Peabody fund, so far as it is employed in Louisiana, is used in opposition to the public-school system of the State. With all respect for the judgment of the agent of the Peabody fund, it may be doubted whether an unwillingness to avail themselves of the advantages offered by the public-school system constitutes in any true sense "destitution." While as a fact the number of white children in our public schools is threefold that of children of color; the greater wealth of the white portion of our population enables them to establish and to maintain private schools for their children, and were the number who do derive the advantages of education added to those white children in attendance in our public schools, it would make a number at least quadruple that of all colored children now enjoying school privileges in this State. It is not, therefore, in any sense true that the white children in Louisiana are, "from the fact of their unwillingness to attend mixed schools," the "more destitute." The administration of the Peabody fund on the basis of such a supposition has a tendency to foster the evil which it deprecates, inasmuch as it rewards by its benefactions those who refuse to gain an education unless it is obtained in harmony with the spirit of caste; while, on the other hand, by providing educational facilities for white children, it enables the opponents of the public-school system to deny school facilities to the colored children without involving the others in the loss and injury inflicted.

It is apparent, then, that there are mitigating reasons for the poor growth of the public schools of Louisiana.

By 1877 separate schools had been established for the two races, and in that year there were 54,390 pupils in attendance on the public schools, while the number capable of enrollment was 266,033. The total receipts for educational purposes were \$467,368.45.

Twelve years have passed, and surely the retrospect is indicative of growth, as will be seen from the subjoined report:

*Statistical report of Superintendent J. A. Breaux for 1889.*

Number of public schools in the State:

White.....	1,535
Colored.....	741
Total.....	2,276

\* Report, p. 42.

## Number of pupils enrolled in public schools:

White males.....	38,619	
White females.....	45,837	
		84,456
Colored males.....	24,799	
Colored females.....	23,338	
		48,137
Total, white and colored.....		132,593

## Average attendance in public schools:

White.....	54,222	
Colored.....	37,844	
Total, white and colored.....		92,066

## Number of teachers employed in public schools:

White males.....	716	
White females.....	1,203	
		1,919
Colored males.....	515	
Colored females.....	236	
		751
Total, white and colored.....		2,670

## Average salary, per month:

White males.....	\$36.31	
White females.....	32.16	
Colored males.....	29.85	
Colored females.....	26.53	

## Length of school term, in months:

White.....	5.50	
Colored.....	4.72	

## Length of daily session, in hours:

White.....	6	
Colored.....	6	

## Number of private schools:

White.....	364	
Colored.....	42	
		406

## Number of teachers in private schools:

White.....	429	
Colored.....	50	
		479

## Number of pupils in private schools:

White.....	7,625	
Colored.....	1,613	
		9,238

Total pupils in public and private schools..... 141,831

*Condensed financial statement of the State of Louisiana for 1889.*

## RECEIPTS.

Balance on hand December 31, 1888.....	\$118,938.36
Current school fund.....	165,285.57
Poll tax.....	98,521.76
Police jury tax.....	96,176.40
City and corporation tax.....	144,266.62
Rent of school lands.....	4,358.55
From ex-treasurers.....	1,536.97
Interest on sixteenth sections.....	41,945.50
Bills payable and donations or other sources.....	171,929.56
Total fund for the year.....	<u>\$842,954.29</u>

## DISBURSEMENTS.

Teachers' pay.....	522,914.58
Rents, repairs, etc.....	23,223.63
Porters' salaries.....	} 26,988.26
Secretary's salary.....	
Superintendent's salary.....	
Treasurer's commission.....	9,556.65
Bills payable and balances still held by ex-treasurers.....	90,247.62
Tax collectors' and assessors' commissions.....	6,679.41
Building schoolhouses.....	4,703.82
Incidentals.....	20,272.43
Total.....	<u>704,586.10</u>
To balance on hand January 1, 1890.....	138,368.19

With this picture of flattering growth before us we should surely not despair.

## HIGH SCHOOLS.

The most defective feature of public-school equipment in Louisiana now is the lack of high schools, save in the city of New Orleans. These should form the connecting link between the existing schools and the State Normal School, the State University, and the Tulane; for a normal school is entitled to be something more than a review school of the elements, and no really good college is able to bear the weight of a preparatory department. Judge Breau, until recently the superintendent of public education, has shown in his final report a very clear sense of the need of the high school in the present scheme of public education.

## THE HIGH OR CENTRAL SCHOOL.

By establishing a high or central school in a parish as a part of the system of public schools, in sympathy with the lower grades, the common schools of the parish are strengthened.

The organization of a system of primary grades does not exclude the idea of establishing grammar schools of a higher grade and of organizing high schools. They should be in harmony with the lower grades, and contribute to their advancement by offering higher possibilities to the youths of the community.

They give help to those of its students who are compelled in early life to seek occupation and support, and who desire to acquire more than a mere rudimentary education. Others, again, are by these prepared to enter higher institutions.

These schools are part of the public school system, and should be organized whenever possible without detriment to the interests of lower grades.

#### PRIVATE SCHOOLS.

The special social conditions of Louisiana have brought into being schools that replace, to some extent, the high schools. In most of the smaller towns one or more private schools exist of an assumed collegiate grade—the most of these being for girls only. The studies are not so strictly disciplinary as might be wished, for music and accomplishments require much time. The graduates of these schools are girls of about 16 to 18 years of age, and they generally study algebra, plane geometry, and trigonometry, a manual of English literature, several volumes of history, elementary text-books on astronomy, geology, chemistry and the like, text-books on moral science, and the evidences of Christianity, rhetoric, etc. Not greatly different from these are the girls' schools in New Orleans. Now that Louisiana has in the Newcomb (see President Johnston's chapter on Tulane University) the nucleus of a woman's college, these schools, with a larger attention to disciplinary studies, might be converted into fairly satisfactory training schools. This would involve the substitution of very different ideals of education from the present on the part of the schools, the parents, and the pupils. Advantages for boys from private schools are far less numerous, whence it has resulted that the average of culture is much higher among the young women than among the young men of Louisiana.

The Catholic parochial schools form another source of education. There about 15,000 children are in attendance.

#### NORMAL SCHOOLS.

Institutions of this character made their first appearance in Louisiana in 1858, when the legislature passed an act establishing a normal-school department in the public high school in the city of New Orleans. In the following year an appropriation of \$5,000, maximum, to be drawn at the rate of \$50 for each normal pupil, was awarded. In 1860, \$10,000 was appropriated for buildings, conditioned on the city's raising a like sum, and forty-eight pupils of the governor's selection were directed to be admitted free of charge for tuition. In 1862, \$3,000 was allowed this school by the legislature. At this time the activity of the school must have ceased.

The work done there seems to have been of some efficiency. It is thus recognized in a report of Mr. R. M. Lusher, superintendent of public education, in 1877:

The actual value of professional training in the normal schools in the city of New Orleans is illustrated by the fact that in every competitive examination for

teacherships held in this city, their graduates have always marked highest in scholastic merit, and that not less than one-fourth of the whole number of successful female teachers in the city public schools were carefully prepared for the work of instruction in the State Normal School of 1859-1862, or the New Orleans Normal School of 1868-69, or in its immediate successor, the Peabody Normal Seminary.

In 1866, Mr. Lusher, to whose enthusiasm more than to any other cause the reestablishment of a normal school in the State was due, thus criticised the State Normal School:

The State Normal School was unquestionably successful. It had not yet, indeed, attained the standard of usefulness contemplated by its projectors, but its carefully trained alumne have methodized and improved the system of instruction in both public and private institutions. But for the unfortunate events which closed the school in 1862, its directors might now be able to supply competent teachers for every parish in the State.

Of the New Orleans Normal School mentioned above by Mr. Lusher, no legislative notice seems to have been taken.

#### THE PEABODY NORMALS.

The Peabody Normal Seminary, for advanced white students, was opened in October, 1870, and placed under the direction and control of a legally incorporated board of fifteen trustees, who were enlightened citizens of New Orleans.

During three years it was supported with only \$1,500 per annum of the Peabody education fund. During the ten subsequent years \$2,000 per annum was donated for its support.

From 1870 to 1880 Mrs. Kate R. Shaw was the principal, and Ulric Bettison, esq., was the professor of mathematics and the natural sciences. A preparatory department was in session about eight years in charge of Miss Josephine Falconer. Imperfectly educated students were very carefully advanced in education so that they could be admitted into the junior class, into which, primarily, had been admitted only graduates of the high school for young ladies in New Orleans.

In the former (junior) year of the normal seminary students were required to review all the branches of knowledge studied in the elementary public schools of New Orleans and the State at large.

In the senior year they were during ten months made fairly well acquainted with rhetoric, literature, physical geography, general history, algebra, the higher mathematics, physiology, chemistry, natural philosophy, and methods of teaching. Students desiring to understand French and Latin were taught those languages by the principal (Mr. Lusher). Students over 16 years of age were skillfully trained in the best methods of teaching in elementary and in high schools. From 1880 to 1887 Mr. Lusher was the principal; Prof. Ulric Bettison continued his course of instruction up to 1886, when, as superintendent of the New Orleans public schools, he requested

Mrs. R. M. Lusher, a highly accomplished graduate, to take his place in the Peabody Normal Seminary.

The Peabody Normal School for colored students was opened in December, 1877, while Mr. Lusher was State superintendent of public education, and placed under the control and direction of a board of five regents, the State superintendent as president, and four others, members of the New Orleans board of school directors. Up to the close of 1883 this normal school was supported with \$1,000 per annum from the Peabody education fund.

Miss Julia Kendall, an excellent white teacher, was principal, and Edmonds, an excellent colored teacher, was professor of mathematics up to 1880. Mr. Sylvanie F. Williams, the best graduate, has since then been the principal and only teacher.

The advanced students have all been required to review all the branches of knowledge taught in the colored public schools of the State. They have also been well trained in methods of instruction. They will be employed, Mr. Lusher hopes, to keep charlatans out of the public schools.\*

#### THE STATE NORMAL SCHOOL.

This institution was established in 1884, for whites desirous of teaching. The sum of \$6,000 annually was appropriated for its support. In 1886 this amount was raised to \$13,000, but lowered two years later to \$8,500. This is supplemented by a donation of \$3,000 annually from the Peabody education fund.

The location of the school was to be decided by the inducements various places might offer in the way of buildings and grounds. Several localities were in the bidding, but Natchitoches was the winner. The police jury of that parish and the city council of Natchitoches purchased and donated to the State a good building and 100 acres of land. The property had formerly belonged to the nuns of the order of the Sacred Heart. It was built at an original cost of \$40,000. It is to-day worth perhaps \$20,000. The board of administrators as originally appointed consisted of David Pierson, E. E. Buckner, L. Caspari, T. P. Chaplin, and H. B. Walmsley—all residents of the town.

The presidency was first tendered to Col. S. H. Lockett,† who declined. It was then accepted by Edward E. Sheib, Ph. D., of Baltimore. His connection with the institution began in January,

\*The sketch of these schools is given almost verbatim from one kindly furnished the writer by Mr. Lusher. Some omissions have been made, owing to a somewhat polemic tone due to the supersession of the seminary by the State Normal School.

†Colonel Lockett is one of the most highly esteemed of all the persons that have been connected with the State University. He was offered the presidency of that institution in 1880, but declined.



1885, but it was not until the following November that a session commenced. The appropriation was seen to be too small, but the citizens of Natchitoches, by private donations and benefit concerts, raised a sum sufficient to furnish the buildings and put on a new roof. In addition to the president only two teachers—Miss Nettie Rousseau, of the Cook County Normal School, Illinois, and Mr. Earle Grace—could be then secured for the institution.

There is no doubt but this school has become the most popular of the State institutions. Indeed a great enthusiasm has grown up about it. The end of the first session saw 70 pupils, of the second 160, of the third 170, with 26 graduates for the three years.

#### EQUIPMENT.

The equipment at first consisted of a "model" school and four classes in the normal department—B, A, junior and senior. The first two were devoted to a review of the elements, the latter to the study of the theory and practice of teaching. Daily lectures were given on the philosophy of education, history of education, science and art of teaching, psychology, ethics, discipline and school management, practical teaching in the "practice school."

In 1888 Dr. Sheib was called to the University of South Carolina. Prof. Thomas D. Boyd, of the English chair of the State University, was appointed his successor. Mr. Boyd is a graduate of the State University, and the State has, in the opinion of the writer, more reason to be proud of him than of any professional teacher trained in her borders.

The courses of the normal school, as given in 1890, were somewhat modified from their former condition.

#### COURSE OF STUDY.

The course of study covers a period of three years and embraces the following subjects:

*First year (A) class.*—Arithmetic, English grammar and composition, geography, history of the United States, physiology and hygiene, civil government.

*Second year (junior class).*—Higher arithmetic, algebra, rhetoric and English literature, zoology and botany, physiology, general history, history of education.

*Third year (senior class).*—Geometry, chemistry and physics, English history and literature, psychology, general pedagogy, school management, methods of teaching the primary branches, and practice teaching in the practice school.

Elocution, drawing, vocal music, and calisthenics are taught for a limited time each week during the entire three years of the course.

The greatest obstacle in the way of the normal school is the same as that which hinders the proper advancement of all the higher institutions in the State—the lack of a sufficient number of training

schools; of schools that set out with the one object of being training schools. The higher grades of private schools seek to "finish" their pupils, not to prepare them for other institutions. The very popularity of the normal school renders this need more pressing. Fortunately both presidents of the institution have realized the true condition of affairs, as President Boyd's last report (1890) will show:

My predecessor, Dr. Ed. E. Sheib, in his report to the State superintendent of public education for 1888, says:

"The law establishing the State Normal School provides that there should be no preparatory department. Yet the State, the town, and communities had provided no schools capable of performing this preparatory work. Then must the State Normal School seek its students in those remote parishes which possess superior advantages of educational institutions. Indeed, the results of the past three years could not have been attained with the present surroundings had the provisions of the law been strictly adhered to. Until these restrictions of the present law are removed, if, indeed, such a plan could be recommended, or until a broader field of activity be secured for the Louisiana State Normal School, a different plan had to be adopted. Nothing remained but to establish lower classes, which, in reality, constituted a preparatory department. Indeed, so indifferently prepared was the majority of students who presented themselves for admission that fully two and three years of systematic work is required to fit them for admission to the normal department. I beg to remind you that in most of the normal schools of the country a part of the time is necessarily devoted to review and to the acquisition of general information and skill."

A similar course I found imposed upon me by the conditions antecedent to my assuming charge of the institution; but in order to make an effort to carry out the law limiting the course to three years I have crowded nearly all of the professional training into the senior year, an experiment that has been only partially successful.

As the solution of this question best adapted to the present needs of our State, I would suggest that the law be so amended as to extend the normal course to four years, the first two years to be devoted exclusively to academic teaching by the most approved modern methods, the last two to such a judicious mixture of this teaching with professional training as has been found productive of the best results in the leading normal schools of the country.

At the last meeting of your honorable body, the question was discussed whether we should abolish the classes above the primary department referred to by Dr. Sheib as "classes which, in reality, constituted a preparatory department," and the matter was left to my decision. Wishing to make no violent change in the organization of the school, I determined to continue these classes so long as they did not interfere with the regular work of school: now, however, the division into half-year sections of the normal classes and the increased attendance in those classes will render it impossible to continue the grades intermediate between the primary practice school and the normal department, unless additions are made to the school buildings, which will necessitate an appropriation far exceeding the sum asked for in this report.

From some personal acquaintance with students of the normal school the writer is tempted to believe that they are comparatively free from that confidence so characteristic of those persons who, with a mere modicum of knowledge, have yet listened to a vast amount of chatter about methods of teaching. President Boyd is, the writer believes, likely to inspire a sufficient admiration for pure scholarship

in advanced lines, and in evidence a passage is cited from one of his annual reports:

Agreeing with Chancellor Payne, of the Peabody Normal College, at Nashville, that scholarship is the first requisite in the teacher, I have endeavored, before giving students diplomas as graduates in our course in methods of teaching, to make sure that they have sufficient knowledge of the subject-matter of the branches which they will be called upon to teach. This would not be so necessary if our graduates were to be employed only in teaching the primary classes in graded schools; but this is not the case. There are few graded schools in our State, and the graduates of the normal are often called upon to teach pupils of every degree of advancement from the primary to the high-school grades. Moreover, they are entitled by law to rank as first-grade teachers, and as such they must compare favorably in scholarship with other first-grade teachers. It is not enough that they far surpass the latter in knowing how to teach the branches of a common-school education; they must at least equal them in their knowledge of these branches. And they will the more easily impart that knowledge by methods designed to produce the maximum of mental development if they have acquired their own information by those methods.

#### FACULTY.

Thomas D. Boyd, president, psychology and general history.

Alby L. Smith, general pedagogy, methods and practice.

Charles H. White, science and mathematics.

Mrs. M. O. O'Neal, physiology and penmanship.

Miss M. E. Washington, geography and calisthenics.

Miss L. M. Carter, language and history.

Miss M. H. Hughes, elocution and drawing.

Miss Emma Oswalt, numbers.

Miss A. O. Burris, music.

Miss B. V. Russell, primary work.

Miss S. Russell, primary work.

#### ATTENDANCE.

The enrollment and distribution of students for the past three sessions has been as follows:

	Session of—		
	1887-88.	1888-89.	1889-90.
Total enrollment.....	146	154	231
Distribution:			
Four primary practice grades.....	82	87	116
Classes above practice department.....	64	67	115
Enrollment in the three normal classes.....	42	44	84

This table shows an increase in one year in the total enrollment of 50 per cent, and in the normal classes of nearly 100 per cent.

#### TEACHERS' INSTITUTES.

In connection with the work of the normal school, institutes are held in the spring and summer at various points in the State by members of the faculty and a few imported lecturers.

The following is the report of teachers in attendance for 1888-89:

Location.	1888.		Location.	1889.	
	White.	Colored.		White.	Colored.
Arcadia.....	31		Alexandria.....	40	15
Monroe.....	19	5	Opelousas.....	48	12
Amite.....	40	4	Homer.....	41	1
Lafayette.....	32	10	Delhi.....	21	9
Coushatta.....	26	12			
Total.....	148	31	Total.....	150	37

In 1889, 20 out of 59 parishes were represented in the attendance.

#### PEABODY SCHOLARSHIPS.

Louisiana students enjoy eight biennial scholarships of a value of \$200 each per annum at the Peabody Normal College in Nashville. The appointments are by competitive examinations.

#### SOUTHERN UNIVERSITY.

We have seen above that the growth of the State university and of the public schools was, during the days of reconstruction, retarded to a greater or less extent by the race issue. In 1879, when the constitutional convention under the new régime met, measures were taken to found an institution of the higher grade for the negro population. The especial supporters of this foundation were Mr. P. B. S. Pinchback, of New Orleans; Mr. T. T. Allain, of Iberville, and Mr. Henry Demas, of St. John's Parish. On April 10, 1880, the legislature incorporated the institution.

During the first three years of its existence it was in the experimental stage, and not much was done. The attendance then was small. The first president of the faculty was Mr. Fayerweather, who remained one year. His successor was Dr. C. H. Thompson. He remained two years. There are no catalogues or records in existence for these two years; consequently the information for this period is traditional. At that time there were the crude arrangements incident to the beginning of an enterprise of this nature.

An impetus was given to the school in 1883 by the election of Rev. J. H. Harrison, of Vanderbilt University, Tennessee, to the presidency of the faculty. Mr. Harrison remained as president for three years, until his resignation in 1886.

For the three years of Rev. Mr. Harrison's administration the total enrollment of pupils was 830. Also during the latter year of his presidency an arrangement was made with the officers of the New Orleans public schools by which those colored pupils who completed the common-school grammar course were transferred to the high-school department of the university.

Prof. J. W. Bothwell was next elected to the presidency of the school, in September, 1886. Mr. Bothwell served one year.

After which H. A. Hill, the present incumbent, who had been professor of mathematics and natural sciences in the university for three years, was elected to the presidency.\*

\* This sketch has been kindly prepared for the writer by President H. A. Hill.

## APPROPRIATIONS.

The constitutional provision for the establishment of this institution provides that an appropriation of not less than \$5,000 nor more than \$10,000 be annually set apart. In 1886 a special appropriation of \$14,000 was made for a change of location and the erection of new buildings. Before that time the maximum of \$10,000 was always allowed. For the past three years, in view of that special appropriation, only \$7,500 has been granted each year.

The subjoined clippings from catalogues will give a further picture of the institution.

## SCOPE AND DESIGN OF THE UNIVERSITY.

This institution, and its support, is the contribution of this State to the higher education of its colored people. It was intended to supplement the public schools by offering college instruction and industrial and normal training under conditions calculated to stimulate the desire for thorough classical and practical education among the colored people of the State.

While college work is its proper field of labor, it has done much high-school and primary work under the pressure of local necessities. This preparatory work has been subsidiary to the original design of college work.

As the pupils have been advanced to the higher grades the lowest grades have been dropped each year. There remain several of the grammar grades, the lowest being the seventh grade. The presence of students in lower grammar grades than the seventh is due to the fact that many private schools sent their students to our university. As a State university the expediency and propriety of attaching to it law and medical departments have been suggested and these will be in operation as soon as proper arrangements can be made.

## BUILDINGS AND GROUNDS.

The building on Calliope street, formerly occupied, was sufficient to accommodate only city patronage. There was no room for dormitories and a very small yard for school purposes. This building has been sold and a beautiful square of ground on Magazine and Soniat streets has been purchased, and a new and commodious brick building has been erected. Dormitories will be erected in connection with the college building.

In the month of March, 1887, the new university building on Magazine street was opened with appropriate ceremonies. It is one of the finest school buildings in the city, situated in the midst of a beautiful square of ground, surrounded by live oaks and other trees.

The university is easily accessible by the Camp and Prytania, the Magazine, and Coliseum lines of street cars. The doric columns and the gothic arches, the marble entrance, and the beautiful galleries adorning the front render the building very conspicuous. In the spacious grounds ample room is afforded for youthful sports. There is space also for an industrial hall in the rear of the central building and at the front for dormitory buildings on adjacent corners. Dormitories should be erected as soon as possible for the accommodation of students who come from outside New Orleans. The location is healthful, being on the highest ground in the city and within a few squares of the Mississippi River.

In the new buildings the industrial departments, both for boys and girls, will receive the attention they need and will be provided with the conveniences necessary for successful operation to the extent of the financial ability of the board.

## REPORT OF SECRETARY AND TREASURER.

NEW ORLEANS, LA., May 3, 1889.

*To the Board of Trustees Southern University.*

GENTLEMEN: I beg leave to make the following report of the financial affairs of this institution since the last report in May, 1888:

We have received the State warrants for the last two appropriations made for maintaining the school, amounting to \$7,500 each. We have also received warrants for the appropriation of \$14,000, made for constructing the school building.

Of the appropriation for the year 1886 we still have on hand unpaid the sum of \$9,866 in warrants.

We have bought a large square of ground on Magazine street, between Soniat and Dufossat streets, in this city, for \$6,000, and have constructed a building and improvements at a cost of \$29,330.02, making a total cost of \$35,330.02.

We now owe our builder \$9,534.32, and \$3,000 balance due on the purchase price of the square of ground, making a total indebtedness of \$12,534.32, with 8 per cent interest, for the grounds and buildings.

This indebtedness was incurred on the faith of the payment of the warrants which had been issued as above set forth, and if not relieved by the State, the school will be obliged to use the funds annually appropriated for paying its teachers and daily expenses, for the payment of its indebtedness, and in this way more than half diminish its usefulness.

In addition to this indebtedness the institution is in need of dormitories for the accommodation of its pupils from the country parishes, and applications will be made to the general assembly for assistance.

This university was intended for the higher education of the colored people, and it is the first and only State building erected in the State for the education of the colored people.

We can safely state that its affairs have been well and economically conducted, that it has an average attendance of about 300 pupils, and employs eight teachers, seven of which are paid \$45 a month, and the president of the faculty \$135 per month.

For the last two years they have had graduating classes, and have closed the college year with appropriate exercises and a creditable school exhibition.

F. L. RICHARDSON, *Treasurer.*

## REPORT OF PRESIDENT OF THE FACULTY.

SOUTHERN UNIVERSITY, New Orleans, La., May 1, 1889.

*To the President and Board of Trustees:*

The total enrollment of pupils in the Southern University for the session of 1888-89 is 358. No call was made for a transfer of pupils from the New Orleans public schools for this session in order that the public-school pupils might be carried a grade higher than previously, the university having made an advance of one grade, the lowest grade being dropped.

The total enrollment of pupils in the Southern University from October 1, 1883, to October 1, 1889, is 2,073. They were received as follows:

	Transferred from New Orleans public schools.	Independent of transfer.	Total.
Oct. 1, 1883, to Oct. 1, 1886.....	0	860	860
1886-87.....	87	321	408
1887-88.....	91	356	447
1888-89.....	0	358	358
Total.....	178	1,895	2,073

This total is the sum of the enrollments each year for the six years past.

As most of the patrons are poor, some of the pupils in the upper grades were obliged to remain at home this session to work.

A large number of the pupils still walk several miles daily to the school.

A still deeper interest, however, is shown in all the departments, and we have gradually brought the different rooms into a more systematic connection than at any time previously.

Although the intent of the university is to begin work where the high school course ends, yet as there is no high school in this section to fill the intermediate position between the grammar schools and the university, we have been, and are still, supplying that need with our force, in order to fit the pupils for our university course. Our course in this connection has been constantly upward, and as far in that line as our material would justify. We have discontinued from the school proper all grades below the seventh, having had as low as the third grade.

Pupils under the seventh grade, who have been attending private schools, applied for admission, and of these a sixth and a fifth grade were formed, and are taught by normal graduates of the university. A tuition fee of from 50 cents to \$1 per month per pupil is paid by the parent to the teacher of the grade. These grades are used also by the normal department for practice teaching, as required in the curriculum of that department. The pupils of these grades are transferred in regular order to the higher grades.

Nine pupils, including both sexes, have been graduated from the normal department of the university. Nearly all of these have secured positions. We have nearly as large a number of candidates for graduation from the high school department this session.

Our constant aim is, with the means at our command, to gradually raise the university to a higher plane each year. The faculty is in harmony in the conviction that the attempt in this direction during this session has been more successful than ever before.

One main object kept in view is to furnish trained home teachers for the instruction of their race.

The discipline is successful and satisfactory and the school is easily governed.

The industrial department for girls has purchased, independently of the university fund, and has added to its own department this session, a sewing machine, a large glass show case for preserving the work, and a number of other necessities. This department has become quite proficient in its line. The work here is very varied.

About all the costumes, etc., used in our exhibition last year were made by this department, as well as the needlework of the drop curtain used on the platform. There are in that department this session 170 pupils, who take daily lessons in various kinds of work which is graded, beginning with plain sewing and the making of garments, on up to the intricate and more difficult. The pupils learn well, and their work is a credit to the institution.

The finances of the school have not yet justified an industrial department for boys.

The library of the university is much smaller than it should be, far below what the needs require. The works on hand are much used, more than ever before.

It becomes my duty to call especial attention to the necessity for another teacher in the higher department of the university. This necessity is too evident for me to enter into detail in pointing it out. The school has not remained stationary, but has made an annual advance.

The additional teaching of the senior class of the high school, the normal department, the freshman class, and the sophomore class is beyond the limits of possibility for the present teaching force.

*Respectfully submitted,*

H. A. HILL,

*President of Faculty, Southern University.*

## COURSES.

## CURRICULUM OF HIGH SCHOOL.

*Junior*.—English grammar, dictation, and composition; rhetoric, with exercises; arithmetic, completed; algebra, begun (Robinson's); geometry, begun near end of session; general history; Latin grammar.

*Senior*.—Mental philosophy; algebra, university (Wentworth's completed); geometry, completed; physics, elementary astronomy; chemistry; English composition; Latin grammar, Cæsar.

*Intermediate*.—Rhetoric, English composition; history of England; English literature; algebra, university (Wentworth's); geometry, books II, III, and IV; Young's Civil Government; reading and rhetorical exercises; Latin grammar, reader.

## COLLEGE AND UNIVERSITY COURSE OF STUDY IN DISTINCT SCHOOLS.\*

*School of mathematics*.—Thorough preparatory course in arithmetic and algebra; algebra, geometry, trigonometry, and surveying; university course, including a study of higher mathematics.

*School of science*.—Chemistry, natural history; physiology, botany, physical geography, zoology; physics, mechanics, mineralogy; university course, geology, astronomy.

*School of English*.—English grammar, analysis, selections from English authors; dictation exercises, composition, rhetoric; English literature, composition.

*School of history*.—General outlines of history; ancient history—Egypt, Asia, Europe; modern history—Special reference to English and American history.

*School of moral science*.—Metaphysics, logic; ethics, political economy.

*School of modern languages*.—French: Grammar, Worman's readers, Æsop's Fables; grammar, Worman's Echo, Voltaire's Charles XII, literature, composition. German: Grammar, reading, composition; syntax, history, literature.

*School of Latin*.—Preparatory course in grammar, reading, and composition; grammar, Cæsar, Livy, construction of grammatical forms; Virgil (composition), Prosody (Roman history); Juvenal, Tacitus, Horace, composition, literature.

*School of Greek*.—Preparatory course of study in grammar, reading, and composition; etymology, composition, Homer, Herodotus; syntax; Plato, Demosthenes, moods and tenses (Goodwin) composition; history of Greece; syntax; Thucydides, Sophocles, Euripides; composition, history of literature.

## FACULTY, 1888-1889.

H. A. Hill, president and professor of natural sciences and mathematics.

Mrs. L. M. Martinet, principal of high school.

Miss A. B. Kennedy, teacher in high school.

Miss A. P. Berhel, teacher in grammar school.

Mrs. A. T. Fine, teacher in grammar school.

Joseph F. Barrow, teacher in grammar school.

Miss E. M. Joseph, teacher in grammar school.

Miss Odile A. Joseph, teacher in primary department.

Miss Amy McManus, principal of girls' industrial department.

Supernumerary teachers: William H. Whaley, Sheldon L. Johnson, Miss Lizzie Isabelle, Miss Roberta Dorsey.

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\* It must be borne in mind that up to this time only the freshman and sophomore classes had been organized.



**CHARITABLE ASYLUMS.**

Here the writer brings to a conclusion the treatment of the institutions fostered by the State. Many charitable asylums under private or denominational control have, from time to time, been patronized, but these belong rather to the sphere of charities and corrections. More than adequate provision has been made for the deaf and dumb, and for the blind. Very extensive is the insane asylum at Jackson, but it is perhaps not yet commensurate with the needs of the State.

**RÉSUMÉ OF APPROPRIATIONS.**

A final summary is presented of the sums the State has expended on her various educational ventures up to 1890:

College of Orleans.....	\$103,500.00
College of Orleans, by lottery.....	(?)
Beneficiary parochial schools.....	973,852.14
College of Louisiana.....	211,687.40
College of Jefferson.....	248,447.75
Franklin College.....	66,851.76
Rapides College.....	7,812.95
College of Baton Rouge.....	28,000.00
Subsidized academies.....	127,285.61
Miscellaneous to academies.....	6,200.00
Miscellaneous by lottery.....	126,000.00
Medical education (before the war).....	127,000.00
State University.....	890,527.00
Free public schools.....	13,464,000.00
Academic department, University of Louisiana.....	40,000.00
State Normal.....	52,000.00
Southern University.....	106,000.00
Grand total.....	16,447,165.41

This sum the writer believes to be under rather than over that actually expended by the State.

## Chapter V.

### DENOMINATIONAL INSTITUTIONS.

We must now turn to the efforts made for education in the State of Louisiana under denominational influences. Many of the private schools are more or less strictly affiliated with denominational interests, but the scope of the present volume will not permit the writer to do more than describe such of the institutions as seem to him most important historically, or from the permanence given them by endowments.

#### THE URSULINES' CONVENT.

The educational efforts of the Ursuline nuns may certainly claim the first notice of a historian of education in Louisiana by reason of the antiquity of their establishment. These efforts began in the autumn of 1727, and they have probably never been discontinued since that time. Into the penetralia of conventual education no investigator may go, but we are furnished with ample information of the inception of the undertaking. We have seen how Governor Bienville made an effort to have a male college established in the colony. It was by his hand also that the first efforts were made for the education of girls.

To obviate the necessity of sending them abroad for education Bienville sought in his native Canada a few *Sœurs Grises* to teach the girls and take charge of the sick; but his project proved impracticable. Feeling that the prosperity and even the existence of the colony depended, in a great measure, in establishing educational institutions for the young, the governor consulted Father Beaubois, the lately arrived superior of the Jesuits, who had come to evangelize the outlying districts of Orleans Island and the Indian tribes of the Territory. The zealous father suggested the Ursulines of Rouen as likely to be able to supply religious teachers, and to them application was immediately made. To Bienville, then, New Orleans is indebted for its first convent, though the nuns did not arrive during his administration. Perier replaced him as governor October 26, 1726, and they did not reach New Orleans until August 7, 1727.\*

Father Beaubois, acting under the authority of Mgr. Jean de la Croix de St. Valier, bishop of Quebec, negotiated with the Company of the Indies, which agreed to maintain six nuns, to pay their passage, and that of four servants to serve them during the voyage, and further, to pay the passage of those who for any motive might wish to

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\* The Ursulines in Louisiana, p. 5.

return to France. It was agreed that one of the nuns should be housekeeper of the hospital and should occupy herself with all the temporal concerns; that two others should continually be at the service of the sick; that there should be one for the school of the poor, and another should serve as substitute to any of the others in case of sickness or the like. When the nuns might do so advantageously they were to take, if they thought proper, boarding pupils, but none of those that might be charged with the care of the sick should be diverted nor applied to the education of the boarding pupils.\*

On the 12th of January, 1727, all the nuns destined for the Louisiana Monastery assembled in the infirmary of the Ursulines' convent in Rouen, to meet for the first time the superior, Mother Marie Tranchepain de St. Augustine, who had been set over the new establishment by the bishop of Quebec, in whose diocese Louisiana then was. The names of these first sisters were as follows:

Sœur Marguerite Judde de St. Jean l'Évangéliste, professe de la Communeauté de Rouen.

Sœur Marianne Boulanger de St. Angélique de Rouen.

Sœur Magdeleine de Mahieu de St. Francis de Xavier, professe de la Communeauté du Havre.

Sœur Renée Guiquel de Ste. Marie, professe de Vannes.

Sœur Marguerite de Salaou de Ste. Thérèse de Ploërmel.

Sœur Cécile Cavalier de St. Joseph, professe de la Communeauté d'Elbonf.

Sœur Marianne Daiu de Ste. Marthe, professe de la Communeauté de Hennebon.

Sœur Marie Hochard de St. Stanislas, novice.

Sœur Claude Maffy, séculière de Chœur.

Sœur Anne, séculière converse.

These sisters were accompanied to New Orleans by Fathers Tartarin and Doutrebleau, very worthy missionaries of the Society of Jesus.

On the 22d of February, 1727, they embarked on the *Gironde* at Port l'Orient, but contrary winds detained them in the harbor until

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\*Sœur Tranchepain de St. Augustine's Avant propos. The royal approval was also sought for this establishment, and was given in the following document:

"To-day King Louis XV being at Fontainebleau, it has been represented to him on the part of Sisters Marie Tranchepain de St. Augustine and Marie Anne Le Boulanger de Ste. Angélique. Ursulines of Rouen, that they had, with the assistance of Sister Catherine de Bruserby de St. Amant, first superior of the Ursulines of France, ratified a bargain with the directors of the Company of the Indies, whereby the said sisters engage to transport themselves to Louisiana with four other nuns of their order, to charge themselves with the care of the Hospital of New Orleans. and to employ themselves at the same time in the education of young girls, conformably to their want. The Company of the Indies undertakes to provide for the needs of the hospital and for the maintenance of the nuns according to the agreement. They hope by the benediction of God a happy success in their enterprise, whose pious and charitable principles promise them the protection of the King, supplicating very humbly His Majesty to approve their establishment in the province of Louisiana, whereto His Majesty, having regard and wishing to favor everything that can contribute to solacing the sick poor and to the education of youth, has approved the treaty made between the directors of the Company of the Indies and the Ursuline nuns."

the following day. The mother superior described the passage as most perilous, and the length of time consumed by the voyage thoroughly bears her out, for it was not until the 7th of August that the party reached New Orleans. At some distance below the city they had taken to small craft, so as to hasten up the river, and thus an early opportunity was given for that hospitable reception thus recorded by the superior:

When we were 8 or 10 leagues from New Orleans we commenced to meet habitations. There was no one but stopped us to make us enter his house, and everywhere we were received with a joy beyond all expression. On every side they promised us boarding pupils, and some wished to give them to us already.

This hospitality, we may be sure, was not diminished as they drew nearer to the city, for the mother superior writes:

The inhabitants of New Orleans wish that we should lack nothing; they vie with one another in hospitality toward us. This generosity charges us with obligation to almost everybody. Among our most devoted friends are M. le Commandant and his lady, who are persons full of merit, and their society is very agreeable.

The welcome given by Father Beaubois and the reception of the nuns is thus described in the Ursulines in Louisiana (p. 12):

The delight of Father Beaubois on the arrival of the nuns, whom he had given up as lost, can not be described. When the first greetings were over he conducted them to the poor church, to thank God for having rescued them from the dangers of the deep, and thence to his own house, where they sat down to a comfortable breakfast at 11 o'clock. Whether they walked processionally or were conveyed in the carriages of the commandant does not appear. But, breakfast over, they were anxious to be conducted, as soon as convenient, to their own home. The monastery the Company of the West Indies was building was far from completion, but the best house in the colony, Bienville's country house, was offered for their temporary abode. This, then, into which they entered on the evening of August 7, 1727, was the first convent on the delta of the Mississippi, the oldest, indeed, from St. Lawrence to the Gulf by some seventy years. It was situated in the square now bounded by Bienville, Chartres, Douane (custom-house), and Decatur streets. It was two stories high; the flat roof could be used as a belvedere or gallery. Six doors gave air and entrance to the apartments on the ground floor. There were many windows, but, instead of glass, the sashes were covered with fine, thin linen, which let in as much light as glass and more air. The ground about the house was cleared; it had a garden in front and a poultry yard in the rear, but the whole establishment was in the depth of the forest; the streets, marked by the surveyor some years before, had not yet been cut through as far as Bienville street, on which the nuns' garden opened; on all sides were forest trees of prodigious height and size. From the roof the nuns could look abroad on a scene of weird and solemn splendor. The surrounding wilderness, with its spreading live oaks and ghastly cypresses, cut up by glassy, meandering bayous, was the refuge and home of reptiles, wild beasts, vultures, herons, and many wondrous specimens of the fauna of Louisiana.

#### EARLIEST EFFORTS.

Almost immediately our good nuns began to teach the children, to instruct the Indian and negro races, and to care for the sick. The governor wished them to

add a Magdalen asylum to their good works; but I doubt if they were able to undertake this work of mercy for the abandoned women of the colony. They received under their protection the orphans of the Frenchmen recently massacred by the Natchez, and the filles-à-la-cassette (girls with trunks or caskets), several installments of whom the king sent out as wives for his soldiers. And later these good nuns received large numbers of the exiled women and children of the wandering Acadians.\*

The one to whose care the instruction of the children was first allotted was Sœur Madeleine Mahieu de St. Francis Xavier. She, haply the first woman engaged in the systematic instruction of girls in the colony, was the first of the company of nuns to be called to her reward (July 6, 1728). The circular letter issued in her honor by the mother superior makes the following statement:

She solicited me many times that she might have the care of instructing the savages and negresses, but being already under promise to another sister, I granted her the instruction of the day pupils (externes). She took delight in them, and nothing contented her more than to see their number increase, and the more ignorant these children were the more devoted she was to them.†

The boarding department was under the supervision of Sœur Marguerite Judde. She died on the 14th of August, 1731, and is thus characterized by the superior:

Her love for poverty was so great, that she never wished to keep for herself any of the boarding money, or the payments parents made her.

Of the extent of her duties we may gain a hint from the statement that in May, 1728, less than a year after the arrival of the Ursulines—

The nuns had twenty boarders, among them girls of 15 who had never heard mass and whom they took great pains to instruct, that when they went home they might establish religion in their families. ‡

#### CHANGES IN LOCATION.

We have seen that the nuns were first domiciled in Bienville's country house:

Tradition asserts that the nuns did not remain long in Bienville's house. A plantation and some slaves had been given to them by the Indian company, to which they removed, probably, as soon as they were able to erect a temporary dwelling. Bienville's house, though the largest in the colony, soon became too small for the numbers placed under their care. Not a stone upon a stone remains of these two oldest convents on the delta. The first fell a prey to the flames in the dreadful conflagration which spread from the house of a Spaniard, on Good Friday, 1788, to nearly 100 houses, leaving thousands homeless. What the second was like I have not been able to ascertain, but its site is on a short street, flanked by cotton presses, and opening on the Levee, called Nun street, in commemoration of the nuns who once prayed and taught within its limits. A long, straggling street, thickly fringed with very unpretentious houses, runs through the old Ursuline plantation, and recalls its ancient owners by its title, Religious street. Time has not left the slightest vestige of these old monasteries or the fine trees and well-kept gardens that surrounded them.

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\* Ursulines in Louisiana, p. 13.

† Ursulines in Louisiana, p. 12.

‡ Tranchepain de St. Augustine, p. 43.

The third convent of Louisiana stands quite within the ancient city limits of the capital, on the square bounded by Chartres, Ursuline, Hospital and Old Levee streets, on a line with the first, Bienville's house, but at the opposite end of the city. It was begun in 1727, finished in 1734, and is to-day the oldest house in the Mississippi Valley, and perhaps the strongest. Built of the very best materials, in the Tuscan composite style, its walls are several feet thick, the beams and rafters, which the saw never touched, seem as strong as when they left the forest, the shutters are of iron, and the bolts and bars and hinges are not surpassed for size and strength by those of any prison. The builders made it strong enough to stand a siege, for in those days an attack from the Indians or the English was by no means improbable.\*

The Ursulines made another removal in 1824. In 1831 their old convent became, for a brief time, the statehouse, and in 1834 was granted by them for the perpetual use of the archbishop, and since that time it has been his seat.† A more charming spot it would be hard to find, and one's thoughts are prone to wander, while looking out upon the garden of bananas, oranges, and ferns, back to the time when it was the haunt of gentle maidens that embroidered and stitched and knitted fancy work there, filling out in the practice of these housewifely accomplishments the day that was further devoted to study and music and religion.

No one would dream of asserting that the equipment in teachers and material was large in those early times, and, from the standpoint of to-day, the culture that could have been gained from these sources was not large. Indeed, in those times, when the need of multiplying and so possessing the earth, was great, time could not be spared for any extended cultivation. A woman's first duty was then felt to be to the race and not to her own individual cultivation. There were no young novices recruited from the pupils, and small wonder it is, though the writer of *The Ursulines in Louisiana* (p. 13) remarks:

It is not a little singular that among all these girls, and even among their own pupils, they never, in the early times, found a religious vocation, but were obliged to depend upon their mother country for subjects. Women were very scarce throughout the colony, and the poor young creatures just referred to had scarcely tasted the hospitality of the Ursulines when they were claimed by planters and settlers in need of helpmates. These marriages, made on so short an acquaintance, almost invariably turned out well.

We must not however, with the thankful Phariseeism of our day, look down upon such influences for culture. A few months of refining association often outweighs in its effect on character all the coarseness of untutored years, granted a fine nature to start with. That was the time for ornamental education, the education that aims at accomplishment. We may regret that this course is still largely followed in the education of women in Louisiana; it would be anachronistic to under-value its importance and value for the earlier times.

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\* *The Ursulines in Louisiana*, p. 14.

† Cable, *The Creoles of Louisiana*.

In a very brief period of time however there must have been a considerable increase in the teaching force of the convent and in consequent results upon culture, for every encouragement seems to have been given the sisterhood.\*

From the beginning the Ursulines were treated with the greatest kindness by the mother country and the colonists, and their wants most liberally supplied. In 1740 they figure in the budget of the colony for 12,000 livres for the support of twelve religious and their orphans. Most of the ladies of the colony were educated at the Ursuline convent (few went to Europe to be educated after its establishment), and their domestic virtues have won the warmest encomiums. As daughters, wives, and mothers the Creoles did honor to their rearing. Their sweetness, modesty, grace, and industry were appreciated by the strangers who came hither to govern their country and had seen all of grace and beauty that Europe could show. To these matrons of Gallic blood the modesty and charm of maidenhood seemed to cling; and their daughters were not unworthy of such mothers. Most of the governors who came to the colony bore off Creole brides. The astute Unzaga and the brilliant Galvez married the Maxent sisters; Governor Chiro a Macarthy, daughter of Count Macarthy, who had made his home in Louisiana; Governor Gayoso followed their example

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One of the above ladies, the Countess Galvez, fulfilled a brilliant destiny as vice-queen of Mexico. Thus, a long list of the most distinguished men of the colony sought their brides among the pupils of the Ursulines. Nor were they less assiduous in training girls of humbler rank, who crowded their day schools; while their evenings and Sundays were devoted to the instruction of Indian and negro women and girls, and the care of the sick occupied some of these zealous religious every day in the neighboring hospital.

We have seen above the strictures of Bishop Peñalvert on the antipathy shown by the Ursulines to the Spanish domination, an antipathy that made them raise objections to the reception of Spanish novices and to the performance of religious exercises in the Spanish language. In consequence, doubtless, of the bishop's representations, the Ursulines did receive several postulants from Cuba in order to offer Spanish courses.† Later the opposition to Spain must have been lessened, for when the colony was transferred back to France in 1803 sixteen out of twenty-five sisters withdrew from the country. The France of the revolution and republic was, to be sure, a very different country, in a religious point of view, from the France of His Most Catholic Majesty.

The writer of the monograph so frequently cited thus comments on the state of education in the convent at the time of the cession of Louisiana to the United States.

At all times the wealthier Louisianans sent their sons to Europe to be educated, or, at least, finished. Hence, though the higher studies were taught, there was no regular university in New Orleans. The Ursuline schools always maintained a high degree of excellence. I do not know that the Boston, New York, or Philadelphia of those days was nearly so well provided with educational facilities as New Orleans while under the sway of France and Spain. Indeed, in sending out

\* The Ursulines in Louisiana, p. 18.

† Ibid, p. 21.

teachers, these countries gave the colony of their best. I have read with delight the letters of the first mother superior of the Ursulines, and those of her young disciple, Madeleine Hachard, and can testify that these ladies wrote their native language with a grace and elegance which few of the "teachers" who expatiate on the "benighted" times of old can equal. And I desire no better evidence of the scholarship of the first teachers that enlightened the youth of Louisiana, and ameliorated the lot of the savage and the slave, by teaching them of a heaven prepared for them, of a Father who loves them, of a Savior who redeemed them—rescuing them from the bondage of Satan, and imparting to them, for Christ's sake, that blessed freedom wherewith He hath made them free!

If the Ursulines had been alarmed at the transfer from Spain to France, that alarm was increased when, in a few weeks, the United States took possession by purchase. The number of Ursulines was now 11 and they had 170 boarding pupils. Their former bishop had to be given up for the bishop of the diocese of Baltimore, Right. Rev. John Carroll. The mother superior, Mary Theresa Farjon, under these circumstances wrote to Bishop Carroll. He laid her petition before the Secretary of State, James Madison, who made the following reply:

I have had the honor to lay before the President your letter of the 14th of December, who views with pleasure the public benefit resulting from the benevolent endeavors of the respectable persons in whose behalf it is written. Be assured that no opportunity will be neglected of manifesting the real interest he takes in promoting the means of affording to the youth of this new portion of the American dominion a pious and useful education, and of evincing the grateful sentiments due to those of all religious persuasions who so landably devote themselves in its diffusion. It was under the influence of such feelings that Governor Claiborne had already assured the ladies of this monastery of the entire protection which will be afforded them after the recent change of government.

I have the honor to be, with very great respect, etc.,

JAMES MADISON.

A short time afterwards communication was made directly with the President, Mr. Jefferson, who wrote a reassuring reply.

The Ursulines were also destined to suffer disquietude in the war of 1812. Their convent was in plain sight of the battle ground when Jackson inflicted the great defeat on the British. Their prayers and supplications were made before and during the battle, and there a glad *Te Deum* was sung in honor of the victory.

#### THE PRESENT HOME OF THE URSULINES.

It was the fortune of the Ursulines to make one more removal:

In 1824, the Ursulines, after having occupied this venerable mansion for ninety years, removed to a spacious monastery, 300 feet front, with wings in the rear, on a salubrious site, nearly 3 miles south of their ancient habitation. The river breezes temper the wind in the most sultry weather, the nuns' apartments are on the model of the old home, the class rooms are airy and elegant, and the groves and gardens, which were once waving marshes of wild oats and swamp grass, with broad stretches of willow jungle, are well-kept and beautiful. Other laborers having come into the vineyard, the Ursuline ladies have long since given up their attendance on the sick, in order to turn all their efforts to the chief end for which



their order was instituted, viz, the education of youth. Now, as in olden times, their schools continue to bear a high literary reputation, and among other advantages they possess that of teaching French and English, not only by theory, but by practice, the pupils being required to converse daily in both languages.

#### EQUIPMENT.

"The Ursulines in Louisiana" does not carry its description further than 1824. The clippings given below from a catalogue will give the reader all the information of general interest respecting the equipment of the school:

The main building and each of the two wings in rear are laid off into three stories, two of which are surrounded by broad galleries, where the pupils can take outdoor exercise when the weather does not permit of their recreating themselves in the playgrounds or in the park. The lawn is bordered with beautiful crape myrtle and the park is shaded by majestic pecan trees over a century old. In front of the main building is a flower garden, and further on to the right and left is an orange grove. A variety of other fruit and shade trees are also on the grounds.

The various apartments are spacious, well-ventilated, and commodious, and great attention is paid to the rules of hygiene. It is a fact worthy of note that even during the terrible epidemic of 1878 there was not a single case of yellow fever within the inclosure.

A suite of bathing rooms, twenty-five in number, is attached to the establishment, hence the children have the advantage of enjoying a refreshing bath several times a week during the bathing season. Each room is private, and is furnished with an abundant supply of hot and cold water.

#### COURSE OF STUDIES.

Besides Christian doctrine, to which particular attention is paid, the programme of studies embraces French and English grammar, rhetoric, literature, logic, ancient and modern history, geography, astronomy, arithmetic, and the higher branches of mathematics, bookkeeping, botany, geology, physiology, and chemistry. Lessons in penmanship, reading, and elocution are daily given.

The academy possesses a library containing over 4,000 volumes, philosophical and chemical apparatus, a telescope, a large assortment of the most improved globes and maps, and a fine collection of minerals, etc.

Courses in music, drawing, and painting are of course given, as in all finishing schools.

The young ladies educated in this institution are early impressed with the necessity and advantages of acquiring refined and amiable manners, as well as habits of industry, order, and neatness; and, for the purpose of exciting emulation, a medal is awarded at the close of the scholastic year to such as have distinguished themselves for general excellency in deportment. They are always under the superintendence of the sisters, whose maternal vigilance helps to secure the preservation of morals and a strict observance of the school regulations. Twelve sisters have their sleeping apartments in the boarders' dormitory, so that, even at night, the children are never left alone.

The ideal of education that obtains with the Ursulines is not that of Vassar or Wellesley, but who shall say that the one should be exclusive of the other?

**ACADEMY OF THE SACRED HEART, ST. JAMES PARISH, LOUISIANA.**

(The superior of this institution has kindly furnished the following sketch for the History of Education in Louisiana):

**ACADEMIES OF THE SACRED HEART.**

The educational institution known under the title, "Order of the Sacred Heart," which sprang up in France at the close of the Revolution, was introduced into this country in the early years of the present century by a truly apostolic woman, Philippine Duchesne, a woman endowed with the resistless energy of character traditional in her family, and which rendered the name one of historic note during the Reign of Terror. Madame Duchesne sailed from Bordeaux on the 19th of March, 1818, accompanied by four companions, one of whom, Eugenie Andé, had been a brilliant and flattered member of the imperial court, which she deserted in the bloom of youth to devote herself to the service of God in the shadow of the sanctuary. It was only after a voyage of two months and a half that, on the 29th of May, the heroic band reached New Orleans, where the first act of the enthusiastic foundress was to kneel and kiss the land she had come to evangelize.

Going northward to Missouri, then known as Upper Louisiana, she opened her first school in the city of St. Louis, and it was not till 1821, on receiving reinforcements from France, that she returned to Louisiana proper and established at Grand Couteau an educational institution on property presented by a rich and pious lady, the widow of Mr. Charles Smith. Four years later, in 1825, she laid the foundation of the present flourishing and widely known institution in the parish of St. James known as the Convent of St. Michaels.

Establishments in Natchitoches and Baton Rouge were founded respectively in 1847 and 1851, while the schools of the order were spreading rapidly in the Northern and Eastern States.

These ladies of rare refinement and high intellectual culture did not confine their care to the privileged classes who thronged to their schools eager to profit by the advantages presented; they had crossed the ocean to seek and save the children of the wilderness, and they lavished their apostolic labors equally on the negroes and the Indians, with whom they disdained not to dwell among the wilds of the forest and prairie.

Recently a second school has been established in the city of New Orleans, and the success attained in all these academies proves them worthy of the renown which attends the order throughout Europe, where it holds the first rank as an educational institution.

The writer of "Une Paroisse Louisianaise" thus describes the graduates of the Sacred Heart:

*Un instant j'ai eu la pensée de placer ici les noms des élèves graduées, sorties des mains de ces religieuses du Cœur-Sacré de Jésus; mais comment inscrire près de*

2,600 noms! Deux mille six cents élèves? Voilà un petit chiffre des plus respectables et je vois d'ici la mine effarée du prote chargé de les aligner. Evitons-lui cet ennui et tournons la difficulté. D'ailleurs, il n'est pas bon de livrer aux vents meurtriers de la publicité ces vierges timides, aimant le silence et s'épanouissant sous le sourire paternel. Disons donc ceci: partout où vous voyez une mère de famille, simple, bonne, active et pieuse, saluez-la; c'était une fleur qui autrefois habita les parois du Sacré-Cœur et reçut la rosée du ciel; partout où vous rencontrerez un front chastement voilé, une jeune fille au maintien modeste, à la démarche sans apprêt, gardienne du foyer, assidue à la maison de Dieu, inclinez vous encore; c'est une fleur du Sacré-Cœur. Vous pourrez-vous tromper peut-être: dans ce cas, votre méprise sera tout à l'honneur de l'établissement, qui aura si exactement enseigné la pratique de la devise de la Société des Dames du Sacré-Cœur: *Apprenez de moi que je suis doux et humble de cœur.*

### SILLIMAN FEMALE COLLEGIATE INSTITUTE.

#### THE ENDOWMENT.

This institution began its existence as a joint stock company, chartered by the State of Louisiana in 1852. In November, 1856, Mr. William Silliman donated to the Presbytery of Louisiana 102 shares (being a majority of the stock), valued at \$5,000. At this time the institute was presided over by Rev. H. Mosely. The interests of the presbytery continued as such until 1866, when the institution, becoming embarrassed under the joint management, was sold, and the entire interest, valued at \$10,000, purchased by William Silliman, and by him donated to the presbytery in 1866.

In October of the same year Mr. Silliman made a supplemental donation of \$20,000 to constitute an endowment, the interest only to be used for female education under the direction of the presbytery's local board of trustees.

By the will of Mr. David Pipes \$500 was left as a fund toward building a concert hall for the institution. The sums thus donated, together with the Dickinson fund,\* amount to over \$35,000.

#### MANAGEMENT.

The interests of the institution are managed by a local board appointed every two years by the presbytery, said board reporting its actions and expenditures through the board of trustees to the presbytery annually. The institution has been successively presided over by Rev. A. G. Payne, Rev. James Stratton, Mr. Edwin H. Fay, A. M., Mrs. E. H. Fay, and Mr. George J. Ramsey, the present incumbent. The influence of this institution for good has been great. Its benefits reach out along the line of every denomination; for, though the exclusive ownership of the property belongs to the presbytery, it has been conducted in the spirit and design of its donor, to offer edu-

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\* This fund was quite recently transferred by the presbytery from a moribund institution founded by Mrs. A. M. Dickinson in the town of Plaquemine.

education to the daughters of the land under Christian but not sectarian teaching.\*

## EXTRACTS FROM THE CATALOGUE.

## LOCATION.

The institute is located in the suburbs of Clinton, the site of East Feliciana Parish, La., 120 miles north of New Orleans and about 100 miles south of Vicksburg.

## BUILDINGS.

These were erected at a cost of \$30,000. They are of brick, large, well ventilated, and present a very handsome appearance. The grounds embrace 10 acres, a large part of which is densely covered with beech and magnolia, and used only for playgrounds and rambles. The water is from underground cisterns, caught from slate roofs, and therefore of the purest quality. The buildings have been during the past three years placed in thorough repair.

## COURSE OF STUDY.

The course of study has been brought up to the highest standard, and is designed to give a breadth of culture beyond the usual routine of female schools. Therefore the full diploma of the institution is an honor not easily attained; yet the division of the collegiate department into separate schools and the provision for special diplomas gives to students the opportunity to pursue such branches as their taste, capacity, and means may indicate as best adapted to them.

## COLLEGIATE DEPARTMENT.†

In this department there are eight schools or subdepartments, separate and distinct, and the pupil may, at her option, become a candidate for graduation in any one or all of them.

The following is a list of the schools, with the text-books used in each:

1. *School of English language and literature.*—First year: Read and Kellogg's Higher Lessons in English, Kidd's Elocution.

Second year: Green's Analysis, the English classics, outlines of history, composition.

Third year: Kellogg's English Literature, Kellogg's Rhetoric, history of England, original essays.

2. *School of Latin.*—First year: Bingham's Grammar, Bingham's Reader.

Second year: Bingham's Grammar, Cæsar, Virgil.

Third year: Cicero, Horace, original exercises.

3. *School of French and German.*—French—First year: Chouquet's First Lessons.

Second year: Pinney and Arnoult's French Grammar, Collot's French Reader, containing selections from Molière, Voltaire, Racine, Corneille, and others. Selections from modern authors.

Spier's and Surenné's Dictionary (large edition) is recommended.

4. *School of history.*—Thalheimer's History of the United States, Thalheimer's History of England, Sheldon's Studies in General History. Copious notes and frequent lectures by the teacher.

5. *School of mathematics.*—First year: White's Complete Arithmetic, Wentworth's Elements of Algebra to fractions.

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\* The above sketch has been kindly furnished the writer by Rev. M. B. Shaw, president of the board of trustees.

† The organization of courses here given follows the University of Virginia pattern.

Second year: Algebra completed, Wentworth's Geometry to Book III.

Third year: Geometry completed, plane trigonometry.

6. *School of natural science.*—Gage's Physics, Avery's Chemistry, Dana's Geology, Hutchinson's Physiology, Maury's Physical Geography. Lectures are delivered regularly by the professor, and are illustrated by experiments with the apparatus.

7. *School of mental and moral science.*—First year: Haven's Mental Philosophy. Coppée's Logic.

Second year: Alexander's Evidences of Christianity, Alden's Science of Government.

Courses in music, drawing and painting, stenography, typewriting, and book-keeping are also offered.

### MANSFIELD FEMALE COLLEGE.

#### FOUNDATION AND ENDOWMENTS.

Rev. H. C. Thweatt, D. D., and Rev. William E. Doty, both Methodist ministers, were the moving spirits in this foundation. They set out to find a suitable site for a college for women, and pitched upon Mansfield, in De Soto Parish, for this purpose. The citizens of the village and the surrounding country contributed about \$30,000 toward it. The foundations were laid in 1854, and meantime a frame building was held in temporary occupation. In 1856 the buildings were completed. The property was then put under the control of the Louisiana Annual Conference of the Methodist Episcopal Church South. In 1855 the State had granted the institution \$5,000 to complete the buildings.

#### MANAGEMENT.

The first president was Rev. H. C. Thweatt, a graduate of the University of Virginia. In the spring of 1860 Rev. C. B. Stuart, D. D., succeeded him. The institution had fallen into financial straits and was sold for debt in the autumn. The institution was then closed for most of the war, and near by it one of the most brilliant battles of the war in the Southwest was fought. When the war was drawing to a close Bishop John C. Keener again purchased the property for the Methodist denomination, and the institution was reopened in 1865 under Mr. Stuart's presidency. From 1874 to 1880 Rev. Thomas Armstrong was president, and for the three years following, Rev. J. Lane Borden. Rev. F. M. Grace, A. M., D. D., was his successor in 1883. Later came President N. D. McVoy, A. M.\*

#### EXTRACTS FROM THE CATALOGUE.

##### CURRICULUM OF STUDIES.

The collegiate studies are grouped in ten schools, as follows:

I. *School of Mathematics.*—Topics: Arithmetic; algebra; geometry; practical

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\* These statements are based on the historical address of Mr. E. W. Sutherland before the alumni of the institution at the commencement in 1884.

mathematics; trigonometry—plane, analytical, spherical: mensuration; analytical geometry: conic sections and calculus.

*II. School of English Literature.*—Topics: Grammar; analysis; composition; reading; orthography; dictation; penmanship; rhetoric; logic; elocution; literature; etymology; bookkeeping.

*III. School of History and Geography.*—Topics: History of the United States, England, France, Greece, Rome, Russia, Austria, Italy, etc.; general outlines of ancient, mediæval, and modern history; geography and map drawing.

*IV. School of Natural Sciences.*—Topics: Familiar science; botany; physical geography; geology; physiology, philosophy, or physics; chemistry; mineralogy; natural history; zoology; astronomy and geography of the heavens.

*V. School of Ethics.*—Topics: Watts on the Mind; ethics; mental philosophy; moral philosophy, Christian evidences; political economy; philosophy of the will and philosophy of government.

*VI. School of Ancient Languages.*—Topics: Latin—grammar, reader, Cæsar, Virgil, Cicero, Tacitus, Horace, Livy; Greek—grammar, reader, Testament, Anabasis, Memorabilia, Iliad, or Odyssey.

*VII. School of Modern Languages.*—Topics: French—grammar, reader, Télémaque, Corinne, Racine, Molière, German—grammar, reader, history, plays, Goethe, Schiller, Lessing.

*VIII. School of Poetry and Criticism.*—Topics: Poetical readings; synonyms; criticism; rhetorical praxis; study of Thomson, Milton, Shakespeare, and other standard authors.

*IX. School of Music.*—Topics: Instruction on piano and organ; voice culture; class singing; thorough bass and harmony. Guitar and harp will be added as desired.

*X. School of Art.*—Topics: Drawing; crayon and pastel painting in oil and water colors; sketching from nature; fancy needlework; embroidery; sewing. Wax, hair, woolen, shell, feather, and leather work will be added as desired.

*Post-graduate school.*—Analytical geometry; navigation; surveying; conic sections and calculus; sciences; philosophy; history; literature; ancient and modern languages; art; etc.

*Normal school.*—Theory and practice of teaching; school of management; object lessons; conducting recitations.

The course of study will be the same as in the regular departments, with opportunities afforded for practicing in teaching, and gaining experience in methods of instruction. Pupils are thus educated especially to be teachers.

#### LOCATION AND HEALTH.

The site of the college is on the highest ground in Louisiana, on the dividing ridge between Red River and the Sabine, 40 miles south of Shreveport, and far removed from swamp or overflow. The village contains four handsome churches, supports a newspaper, and contains about 1,000 inhabitants, and is accessible by the Texas and Pacific Railroad.

Few colleges have such a location. The wide grass-covered lawns, the large oak trees affording ample shade, and the gentle slope from the buildings, constituting a natural drainage, secure pleasant surroundings and the highest sanitary conditions.

The main building is of brick, very solid and massive in construction, commodious and commanding in appearance, overlooking the surrounding country. The adjacent buildings are devoted to dining room, class rooms, music rooms, and chapel, affording ample scope for the growth and enlargement of the institution.

### COLLEGE OF THE IMMACULATE CONCEPTION.

The Society of Jesus has two colleges in Louisiana, one called St. Charles College, at Grand Couteau, the other the College of the Immaculate Conception, in New Orleans. The former was founded in 1837, and still continues its labors; the latter, which is much the larger of the two, was founded in 1847, and in 1856 endowed by the legislature with the full powers and privileges of a university.

The writer regrets that he can present no other information of this college than the annexed clippings from the catalogue for 1889-90:

#### COURSES.

The plan of studies embraces the doctrine and evidences of the Catholic religion, logic, metaphysics, ethics, astronomy, natural philosophy, chemistry, mathematics, rhetoric, composition, elocution, history, geography, arithmetic, penmanship, bookkeeping, the Latin, Greek, English, French, German, and Spanish languages. The arrangement of these studies is as follows:

#### I.—POST-GRADUATE COURSE.

The post-graduate course of lectures was introduced in the month of November, 1886, and it has since been continued with good results.

Sociology, natural and international law, political economy, and general physics are the subject-matter of the lectures.

The annual course opens on the first Monday of October and closes at the end of April. The general subject-matter will be distributed over several years, so as to vary the treatises of those who may desire to attend for more than one term.

At the termination of the complete course such members of the class as have given satisfaction by regular attendance may apply for the degree of bachelor of philosophy, which will be granted on condition that they pass an examination on theses to be selected from the matter developed during the course, and present an original and creditable paper on a given subject.

The degree of A. M. will be bestowed after one term of post-graduate lectures faithfully and studiously attended on those who have previously received the degree of A. B.

Graduates of the college or of any college of the same grade, students of law or medicine, and gentlemen of literary or scientific culture will be admitted to the above course.

#### II.—CLASSICAL COURSE.

The classical course, which leads to the degree of bachelor of arts, is designed to impart a thorough, liberal education. In the accomplishment of this purpose the ancient classics hold the first place, because some acquaintance with them is essential to the study of modern literature and to sound scholarship. Besides Latin, Greek, and English, it embraces religious instruction, mental and moral philosophy, astronomy and mathematics, history, literature, and the natural sciences. It has been found by long experience that this is the only course that affords unsurpassed mental discipline, forms a correct taste, and prepares the student to excel in any pursuit, whether professional or commercial.

#### CLASSICAL COURSE.

##### PHILOSOPHY.

*Evidences of religion.*—Lectures: Abridged course. Schouppe, S. J.

*Mental philosophy.*—Logic; metaphysics; ethics; lectures daily: dissertations on the subject-matter of the class. References: Liberatore, Tongiorgi, San Severino, Taparelli, etc.

*Mathematics.*—Calculus; analytical geometry; mechanics; astronomy. References: Todhunter, Tait and Steele, Rolfe and Gillett, Ray.

*Natural sciences.*—Physics and chemistry; lectures illustrated by experiments. References: Stewart, Eliot and Storer, Avery.

## RHETORIC.

## EVIDENCES OF RELIGION.

Schouppé's abridged course of religious instruction; lectures in explanation.

## LANGUAGES.

*Latin.*—Models: First term—Cicero—Pro Lege Manilia or Pro Milone. Horace—twenty select odes and epodes. Second term—Cicero—one of the following orations: In Catilinam (4), Pro Marcello, Pro Ligario. Tacitus—selections, 500 lines. Horace—select Epistles and Satires, 500 lines.

Practice—Latin themes and original compositions in prose and verse; imitations of models; off-hand translation of Latin into English and of English into Latin.

*Greek.*—Models: First term—Demosthenes—two orations, Olynthiacs or Philippics. Select passages into Latin. Second term—St. Chrysostom—Entropius; and Sophocles—Oedipus Tyrannus or Antigone; or Æschylus—Prometheus Bound. Select passages into Latin.

*English.*—Practice: Themes, imitations.

Precepts: Coppins' Oratorical Composition; dramatic poetry, history. For reference, Quintilian, Kleutgen, Blair. Shakespeare's Julius Cæsar. Macbeth; British and American authors.

Models—The best specimens of British and American orators, dramatists, and historians.

Practice: Imitations, original compositions, oratorical, poetical, historical; critical essays on models.

## MATHEMATICS.

First term: Davies' Legendre completed.

Second term: Trigonometry.

## ACCESSORY BRANCHES.

History, geography, elocution.

## BELLES-LETTRES.

## EVIDENCES OF RELIGION.

Schouppé's Abridged Course of Religious Instruction; lectures in explanation.

## LANGUAGES.

*Latin.*—Precepts: Prosody repeated and finished.

Models: First term—Virgil's Æneid, 500 lines; Cicero, In Verrem—Somnium Scipionis; selections from Horace. Second term—Virgil's Æneid, 500 lines; Cicero, Pro Archia; Horace's Ars Poetica, entire.

Practice: Latin versification, both terms—themes: imitations; original exercises in prose and verse; off-hand translation.

*Greek.*—Precepts: Yenni—dialects; prosody.

Models: First term—Xenophon's Anabasis, 300 lines, one-half translated into Latin; Homer's Iliad, 500 lines. Second term—Homer's Iliad, 800 lines, 250 into Latin.

Practice: Themes; conversion of dialects.

*English.*—Precepts: Coppins' Practical Introduction; nature and varieties of poetry, including epic; beauty, sublimity, taste; novels, essays, etc. Kleutgen,



Broeckaert, etc., for reference. Literature: Scott's *Lay of the Last Minstrel*; Milton's *Paradise Lost*.

Models: Specimens of lyric, elegiac, and didactic poetry.

Practice: Imitations; original exercises in poetry and essay-writing. Critical essays on models.

#### MATHEMATICS.

First term—Wentworth's *Algebra* completed.

Second term—Davies's *Legendre*, application.

#### ACCESSORY BRANCHES.

History, geography, elocution, penmanship.

The institution also offers a commercial course.

#### ATTENDANCE.

The total attendance in 1889-90 was 466. Of these, 10 were post graduates, 13 in philosophy, 15 in rhetoric, and 18 in belles-lettres. The rest took commercial or preparatory courses. Among the alumni of the institution 92 B. A.'s are registered, 14 B. Sc.'s, and 36 M. A.'s, these lists not being exclusive. Many catalogues have been lost, and so the list is not complete. Among these alumni are a fair proportion of names of persons that have attained a greater or less prominence.

#### CENTENARY COLLEGE OF LOUISIANA.

This college has already been described as a State institution. The following account of its denominational activity has been kindly furnished for this volume by Prof. G. H. Wiley, for many years in charge of the work in Greek and Latin there:

The Centenary College of Louisiana owes its title to the date of its origin, in the year 1839, the one hundredth year after the foundation of the first Methodist society by John Wesley. It owes its existence to Rev. B. M. Drake. The conception was his, and the measures put in operation to secure its birth and growth were his, warmly seconded and aided by the venerable Rev. John Lane, of Vicksburg. Certain centenary offerings were set apart for this purpose, and these were supplemented by the active and successful agencies of Rev. C. K. Marshal and Elias R. Porter. It was first located at Clinton, Miss., the donation of certain buildings, known as the Mississippi College, with other inducements, having been offered. Here were the first organized meetings of its board of trustees, and here was elected as its first president Rev. David Patton, then principal of the Wilbraham Academy, Massachusetts. Upon his failure to accept, the board elected Rev. T. C. Thornton president, and his brother, J. B. C. Thornton, professor of natural science, and James B. Dodd, of mathematics. With this organization the college went into operation in the fall of 1841, at Brandon Springs, Miss.

Prof. W. H. N. Magruder was elected to the chair of languages, and entered upon its duties in January, 1842. This chair was subsequently divided, Professor Magruder retaining the Greek and Judge William Miller being placed in the chair of Latin. There was also a school of law, presided over by Judge D. O. Shattuck, and of medicine, under Dr. J. B. C. Thornton. There were also several teachers in the preparatory department. It was found, after a few years' experience, that the location was in all respects unfortunate, and that a change must be made. The College of Louisiana, at Jackson, was offered for sale. This college property

was bought, Judge Edward McGehee, of Wilkinson County, Miss., Capt. David Thomas and John McKowen, of East Feliciana, La., being responsible for the purchase money. In the summer of 1845 Centenary College was removed to Jackson, La. The board of trustees adopted the alumni of the College of Louisiana and added to Centenary College the words "of Louisiana." The legal name of the college then became, as it now is, Centenary College of Louisiana.

It now entered upon a new era, under the patronage of the Mississippi and Louisiana Conferences of the Methodist Episcopal Church, South. As is the case with all infant institutions of learning, it had its seasons of financial distress, and more than once has it been indebted, in times of need, for seasonable and munificent aid to Judge Edward McGehee, a man whose life exemplified in so eminent a degree the grace of wise and liberal giving. His beneficent gifts to this college largely exceeded those of any other man. The first president after its removal to Jackson was Hon. D. O. Shattuck, elected to that office in 1845.

Under the auspices of the new administration its growth was rapid and its usefulness constantly increased. It fully satisfied the want that had been long felt for a good institution of learning in this part of the country.

In 1857 a new center building was erected, at a cost of \$60,000, containing a magnificent audience hall, library rooms, society halls, recitation rooms, etc. There are also two large brick dormitories, containing rooms enough to accommodate more than 200 students.

In the session immediately preceding the war this college matriculated 260 students, its maximum number. During the war period it shared the common fate of Southern colleges—sometimes used as a hospital for sick Confederate soldiers, and sometimes appropriated by Federal troops as temporary barracks, it sustained loss and damage. Its history since the war has been one of persistent effort to repair the injuries occasioned by that event, and to regain its former status of prosperity and usefulness. Substantial aid in the shape of money and material has been furnished by Hon. Edward J. Gay, J. H. Keller, of New Orleans, and other friends, to help repair the buildings and support the faculty.

Bishop J. C. Keener was elected president of the board of trustees in 1866, and still holds that office. Throughout all this period the college has felt the invigorating influence of his presence, counsel, and encouragement, and by his personal sacrifice of time, toil, and money he has shown his love for the institution and his unabated interest in its being and well-doing.

Rev. C. G. Andrews, D. D., presided over the college for a longer term than any other president in its history. He was elected in 1871 and resigned in 1882. His administration was healthful, vigorous, and efficient, but continually hampered by want of means for its proper conduct and equipment.

Inadequate funds is the fruitful source of the difficulties and embarrassments which imperil the prosperity and perpetuity of this institution, and which will be the heritage of every successive president until this college shall receive an ample endowment.

Its alumni have served as presidents and professors in colleges, as members of Congress and of the State legislature. Among its graduates are men of eminence in the professions of law, divinity, and medicine, and men successful in other stations in life. It is hoped that an enlarged sphere of usefulness awaits it in the near future, when it shall be thoroughly equipped and fully endowed.

The names of the different presidents of the board of trustees of this college in the order of their succession are as follows: Rev. John Lane, Rev. William Winans, D. D., Hon. D. O. Shattuck, Rev. B. M. Drake, D. D., Rev. W. H. Watkins, D. D., Bishop J. C. Keener, D. D., LL. D.

The following is a list of its successive presidents, with the date of their election: Rev. T. C. Thornton, 1841; Rev. D. O. Shattuck, D. D., 1845; Rev. A. B. Longstreet, D. D., 1848; Rev. R. H. Rivers, D. D., 1849; Rev. B. M. Drake, D. D., 1854;

Rev. J. C. Miller, A. M., 1855; Rev. W. H. Watkins, D. D., 1865; Rev. C. G. Andrews, D. D., 1871; Rev. D. M. Rush, A. M., 1882; Rev. T. A. S. Adams, D. D., 1885; Rev. W. L. C. Hunnicutt, D. D., 1888.

These men, in addition to performing the duties incident to their office, have filled the chairs of mental and moral science, political economy, and international law.

The names of the faculty who have at different times during this period held professorships in Centenary College of Louisiana are as follows: J. B. Dodd, LL. D., mathematics; W. H. N. Magruder, LL. D., ancient languages; W. C. Drake, A. M., Greek; John C. Miller, A. M., mathematics; A. R. Holcombe, A. M., Greek; W. H. Scales, A. M., Latin; G. H. Wiley, ancient languages; J. J. Wheat, D. D., Greek; J. M. Pugh, A. M., mathematics; N. R. Leslie, M. D., natural science; D. Martindale, A. M., natural science; T. S. Jones, M. D., natural science; E. Le Page, A. M., modern languages; M. Caillouet, M. D., modern languages; J. E. Sundstrom, modern languages; S. J. Jones, Ph.D., mathematics; J. E. Harrison, A. B., mathematics; J. W. Lipscomb, A. B., modern languages; W. P. Overby, B. S., modern languages.

The following is the list of the principals of the preparatory department: A. G. Miller, A. M.; W. H. Potter, A. M.; R. S. Holcombe, A. B.; J. C. Wiley, A. B.; R. D. Norsworthy, A. M.; J. E. Hopkins, A. B.; T. J. Kernan, A. M.; I. D. Wall, A. B.; W. F. Norsworthy, A. M.; J. M. Sullivan, A. B.

#### THE ALUMNI.

The number of alumni of this institution up to June, 1886, was 259, and 210 of these graduated before 1861. Among their number are found not a few of the representative men of Louisiana and Mississippi, high in the professions of law and medicine and in the ministry.

#### THE COURSES.

*Freshman year.*—First term: Xenophon's *Anabasis*, Anthon; Virgil, Cooper: algebra, Robinson; geometry (through five books), Wentworth.

Second term: Xenophon's *Anabasis*, completed, Anthon; Livy, Fulsom: algebra, completed, Robinson; geometry, completed, Wentworth. Latin translation, declamation, and composition throughout the year.

*Sophomore year.*—First term: Xenophon's *Memorabilia*, Anthon; Horace, Anthon: trigonometry (plane and spherical), mensuration of superficies and solids, Wentworth; physiology, Hutchinson.

Second term: *Iliad*, Felton; Cicero de *Officiis*, Wilkins; navigation and surveying, Davies; analytical geometry; zoology, Steele. Composition, declamation, and classical literature throughout the year.

*Junior year.*—First term: Cicero de *Oratore*, Wilkins; Demosthenes on the Crown, Champlin; mechanics, Gage; chemistry, Avery; Evidences of Christianity, Ralston.

Second term: Tacitus, Kingsley; Greek tragedies and Testament, Woolsey; practical application of mechanical principles, hydrostatics, pneumatics, acoustics, electricity, magnetism, and optics, Gage; mineralogy; chemistry; rhetoric, Bain. Classical literature, composition, and declamation throughout the year.

*Senior year.*—First term: Differential and integral calculus, Davies; meteorology, Brocklesby; geology, Dana; moral philosophy; logic, Coppee; mental philosophy, Mahan; Greek Testament.

Second term: Agricultural chemistry, Johnston; astronomy, Loomis; political economy, Amasa Walker; constitutional law, Story; law of nations, Gallaudet. Forensic discussion and occasional select reading in classics throughout the year.

The scientific course differs from the above mainly in the substitution of French and German for Greek.

#### APPARATUS AND CABINET.

The college library contains about 2,000 well-selected volumes of both ancient and modern literature.

The college possesses a valuable set of philosophical, astronomical, and chemical apparatus, and also a well-selected mineralogical and geological cabinet. The apparatus includes a theodolite, sextant, compass, chronometers, Atwood's machine, whirling tables, electrical machine, air pumps, various combinations of the mechanical powers, batteries, chemical tests, etc., sufficient for an extended course of observations and experiments.

#### LITERARY SOCIETIES.

There are two regular literary societies connected with the institution. Each society has a convenient hall and well-selected library—about 1,600 volumes each.

#### LOCATION AND BUILDINGS.

It is located in the village of Jackson, about 12 miles from Bayou Sara, in a grove of pine, magnolia, oak, and beech. The location is remarkable for its beautiful woodlands, its unrivaled healthfulness, and rare social advantages.

The buildings consist of a commodious steward's hall, 2 brick dormitories, containing each 24 rooms, and a magnificent center building. This latter has been erected at an expense of over \$60,000. It contains a chapel for public exhibitions, large enough to seat over 2,000 persons, 2 large society halls, a chapel for prayer, 8 commodious recitation rooms, 1 library room, cabinet room, separate rooms for chemical and philosophical apparatus, an office, and other rooms for other purposes.

#### JEFFERSON COLLEGE (1842-1864).\*

After the fire, some months elapsed before the reconstruction of Jefferson College. Then it arose from its ruins slowly, and diminished in its proportions. In the twelve years following it was twice abandoned altogether. For a moment it even lost its old popular name. The sheriff finally seized it as if to signify that it must die, but bankruptcy was its real salvation. When put at sale it was bought in by M. Valcour Aimé, one of the richest and most eminent Louisiana planters, for \$20,000. He embellished the rejuvenated institution with a graceful Gothic chapel. The management was intrusted by M. Aimé to his four sons-in-law, Messrs. F. Fortier, A. Ferry, S. Fortier, A. Rowan. They formed a company and were incorporated by the legislature in 1861 with power to confer degrees and diplomas. M. O. Dugué was called to the presidency of the college.

At this time young Louisianians were arming for the death struggle, and institutions were closed. By fortune of war, in 1862-63, "Jefferson college, a retreat, opened, like a delicious oasis, for solitary meditation, for philosophical speculation, for the free aspiration of thought, became a barrack, a military post, with all the accompa-

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\*Abridged from *Une Paroisse Louisianaise*, Révé de Lennezy, p. 119.

niments of buildings of that kind. The rich furniture of the Atheneum disappeared, the library, which was not inconsiderable, was scattered," and the magnificent cabinets of physics, chemistry, and natural history became playthings. Once more there was a complete ruin, and only the buildings remained.

For a while it seemed probable that the buildings would be devoted to the education of the freedmen. To save it from this use the directors determined to put the institution under the care of the Archbishop of New Orleans. By the archbishop they were referred to Rev. Father Bellanger, curate of St. Michael's, of the Marist order. Father Bellanger met the stockholders at the house of ex-Governor Roman, but refused to undertake the management of the institution for six years only as they proposed, and negotiations were broken off. A few months later (May, 1864) complete concession of the property was made to Father Bellanger, who accepted it for the Marist order. From this time the institution became St. Mary's Jefferson College.

#### REOPENING.

On the 1st of July, 1864, 12 pupils presented themselves for the opening of the course. For the session of 1887-88 the number of students was 141.

The presidents under the Marist administration have been Rev. Father N. Gaud (deceased 1873). His successor was Rev. Father F. Bigot, who was in office about twelve years. For about ten months Rev. Father Fr. George Rapier, a former pupil of the institution, presided over it, but was removed by death. A later incumbent was Rev. Father Thomas Henry.\*

#### COURSE OF STUDIES (1887-88).

##### COLLEGIATE DEPARTMENT.

*Graduating class.*—First term: Christian doctrine—Jouin's Evidences of Religion, Part I. Mental philosophy—Sanseverino's Philosophia Christiana, Part I. Philosophical Dissertations—Once a week. History—Schlegel's Philosophy of History; Balmes's European Civilization. Natural philosophy—Electricity. Chemistry—Qualitative analysis. Anatomy, physiology, and hygiene—Cutter. Mathematics—Differential calculus.

Second term: Christian doctrine—Jouin's Evidences of Religion, Part II. Mental philosophy—Same author, Part II. History—Same continued. Natural philosophy—Magnetism and meteorology. Chemistry—Same continued. Anatomy, physiology, and hygiene—Completed. Mathematics—Integral calculus.

*Rhetoric.*—First term: Christian doctrine—Catechism of perseverance (half course IV); Spalding's Church History, Part II. Latin—Livy, Book XXI; Horace's Ars Poetica and Satires: original compositions in prose and verse. Greek—Herodotus and one of the plays of Sophocles; themes. English—History of literature; authors of the present age, and beginning of the American authors down to 1850; literary analysis of Shakespeare, Milton, or some other standard author; The Book of Oratory; Hudson's Text-Book of Prose and Poetry; Coppen's Oratorical Composition. Geography—Africa and Oceanica; notions of physical geography. History—Constitution of the United States. Natural philosophy—Pneumatics

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\* *Information furnished by the president.*

and acoustics. Chemistry—Organic chemistry. Botany—Mrs. Lincoln Phelps. Mathematics—Plane trigonometry and conic sections.

Second term: Christian doctrine—Same completed. Latin—Horace, Satires and Epistles; Tacitus, Annals, Vita Agricole; original compositions. Greek—Same continued. English—History of literature completed, and historical résumé of the principal authors, insisting in a special manner on the great English and American orators; analysis of authors continued; analysis of Goodrich's English Orators; Coppen's Oratorical Composition completed. Geography—Physical geography. History—Same continued; analysis of the constitution of Louisiana. Natural philosophy—Caloric and optics. Chemistry—Same continued. Botany—Same completed. Mathematics—Spherical trigonometry and descriptive geometry.

*Humanities.*—First term: Christian doctrine—Catechism of perseverance (half course III); Spalding's Church History. Latin—Cicero's Philippics; Horace's Odes and Epodes; prosody; Arnold's Latin Prose Composition; Part II. Greek—Homer's Iliad, Book VI; Demosthenes de Coronâ; Arnold's Greek Prose Composition; Greek grammar. English—History of literature from the earliest period to the time of Queen Anne; Sanders' Rhetorical Reader; literary analysis of Shakespeare and Milton; Hales's Longer English Poems; Hart's Principles of Composition and Rhetoric. Geography—Europe. History—United States History. Natural Philosophy—Theoretical and practical mechanics. Chemistry—Inorganic chemistry. Geology and mineralogy—Notions of. Mathematics—Higher portions of algebra and solid geometry.

Second term: Christian doctrine—Same continued. Latin—Livy, Book I; Horace continued; prosody and versification; Arnold's Latin prose composition completed. Greek—Demosthenes de Corona continued; Arnold's Greek prose composition completed; Greek grammar completed. English—History of literature from Queen Anne's age to Tennyson; literary analysis of authors continued; Hales's Longer English Poems completed; Hart's Rhetoric completed. Geography—Europe completed and Asia. History—Same continued. Natural philosophy—Hydrostatics and hydraulics. Chemistry—Inorganic chemistry continued. Mathematics—Same continued.

### FRANKLIN COLLEGE.

A resident at Opelousas furnishes the following statements as to the condition of the institution in 1890:

The buildings are unoccupied and going to ruin. The railroad passes between the 2 main buildings, within 10 feet of the end of each, rendering them unfit for use. I think there are about 100 acres of land belonging with the buildings and lying adjacent thereto. The land is occupied by squatters, so I am told, who cultivate it. Efforts have been made repeatedly to have the property sold and devote the proceeds to the erection of a public schoolhouse in town, but without any success.

The following law is still in force relative to this property:

[Act No. 65, approved March 21, 1865.]

#### FRANKLIN COLLEGE PROPERTY AT OPELOUSAS.

SEC. 1. The Franklin College, at Opelousas, Louisiana, with all its grounds and appurtenances, is hereby under the control of the State board of education, for the purpose of establishing a normal or high school. \*

An appropriation of several thousands was at the same time made for repairing the buildings.

\* Breaux, p. 82.

**MOUNT LEBANON UNIVERSITY.\***

At the fourth annual session of the Louisiana Baptist State convention, held at Mount Lebanon in July, 1852, a committee, under the chairmanship of Dr. Bartholomew Egan, was appointed on the subject of education. The committee submitted the following report:

The time has come, in the opinion of your committee, when this convention should adopt some measure to meet the crying want of our denomination in Louisiana for an educated ministry, and when its members should unite zealously in sustaining a school of high character to give instruction to the youth of our common country. In accordance with this view, we recommend the establishment of an institution of such order at Mount Lebanon, under the immediate patronage of this convention.

The first board of trustees consisted of Dr. B. Egan, Mathias Ardis, W. B. Prothro, Jesse Pitman, F. Courtney, Joseph White, Charles Humphreys, Rev. W. S. Bailiss, and George W. Rogers. Through their efforts a building fund and 10 acres of ground were secured and a commodious 2-story building erected. The institution opened on the second Monday of March, 1853. The trustees called Rev. Jesse Hartwell, D. D., to preside over it. Under his wise administration it prospered beyond the expectations of its most sanguine friends. In 1857 Dr. Hartwell died. The trustees then procured the services of Rev. William Casy Cram, D. D., as president. At this time the influence of the college was being felt throughout the State. It continued to prosper under the wise leadership of Dr. Cram.

During this time \$20,000 had been raised toward endowing a professorship in the theological department, and \$30,000 for one on the literary side. Through the efforts of the representative from that district, Mr. B. W. Peirce, the Louisiana legislature had (in 1855) granted \$15,000, with which chemical and philosophical apparatus and a nucleus for an extensive library had been procured. This sum was doubtless included in the endowments above tabulated.

The war came on, and during its continuance every particle of the endowment fund was lost, the college building was taken by force and converted into a hospital, the buildings were greatly defaced, the library scattered, and the apparatus almost totally destroyed.

After the war several efforts were made to place the institution on a good basis, but, owing to the poverty of the denomination, its supporters thought best to discontinue all efforts in that direction. The convention also withdrew its support and left the college in the hands of a local board, transferring its influence to Clinton College in Mississippi. The local board, to whose care the college was intrusted, managed to keep up a small school until a reaction took place in the minds of the Baptists, which changed the policy of the convention in

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\* Account furnished by Mr. W. B. Prothro, of the board of trustees, with some supplemental data from J. C. Egan, M. D.

transferring her educational interest to another State; since then the school has steadily increased in favor with the denomination.

In 1887 we had the great misfortune of having all of our college property destroyed by fire. Rather than see the work, begun over a third of a century ago by our fathers, abandoned and lost to our denomination, in our extreme poverty we determined to rebuild; trusting that God would raise up friends, we attempted the task. We have erected suitable and commodious buildings, admirably adapted to school purposes.

Twelve months ago (1889) the trustees secured the services of Rev. G. W. Griffin, D. D., as president of our college. It has taken on new life, and we believe its future is brighter and more hopeful than for years past. One hundred and eighty pupils were matriculated during the past year.

The college is coeducational.

Some of the more distinguished teachers in the past were Rev. J. Q. Prescott, Rev. William Paxton, and Rev. Jerry Tucker. Many of our most prominent men, occupying the first positions in our State, owe their education to the above-named teachers.

#### COURSE OF STUDY.

##### COLLEGIATE DEPARTMENT.

The subjects taught in this school are the Latin language and literature and history of Rome. The school is divided into three classes, first, second, and third years.

*First year.*—Text-books: Virgil, Cicero's Orations, Arnold's Latin Prose Composition, Gildersleeve's Latin Grammar, Liddell's History of Rome.

*Second year.*—Text-books: Horace, Livy, Cicero pro Milone. Zumpt's Latin Grammar (for reference), Arnold's Prose Composition.

*Third year.*—Text-books: Livy, Tacitus, Juvenal, Brown's Roman Classical Literature, original exercises.

The subjects taught are Greek language and literature. In this school there are three classes, as in the Latin.

*First year.*—A thorough drill is given in the inflections, and the principles of the language are explained and illustrated by daily translations from English into Greek and from Greek into English, with written exercises in both. Text-books: Kühner's elementary and Hadley's grammars, Xenophon's Anabasis and Cyropædia.

*Second year.*—The Greek syntax is explained partly by lecture and partly by written translations from English into Greek. Special attention is given to accent; its laws are presented, and the student is taught in his exercise its practical use. The authors read are Demosthenes and Homer; grammars, Kühner and Hadley.

*Third year.*—The instruction is mainly by lectures: First, on the grammar of the Greek language; second, on Greek history and literature.

Translations are made from the best Greek authors, and are to be rendered into the original by the student. These exercises are criticised and returned with explanations of the principles involved.

The authors read are Thucydides, Sophocles, Euripides, and Plato.



Text-books: Teubner's Leipsic Edition of the Classics; Smith's History of Greece; Long's Classical Atlas; Hadley's and Kühner's Grammars; Liddell and Scott's Greek-English Lexicon.

Students may substitute French and German for Greek.

#### MATHEMATICS.

The following course of study is pursued in this school:

*First year.*—Higher algebra and plane and solid geometry.

*Second year.*—Trigonometry and analytical geometry.

*Third year.*—Differential and integral calculus.

*Fourth year.*—Mechanics and astronomy.

Girls may take the full course, but are not required to take calculus or mechanics.

#### NATURAL SCIENCE.

In the scientific department every means is used to cultivate the observing faculties of the student and to lead him to think for himself.

The following is the course of study:

*First year.*—The first term of the year will be given to the study of zoology. The text-books employed will be Colton's Practical Zoology and Packard's Zoology (briefer course). The second term will be devoted to studying botany. Text-books: Youman's Descriptive Botany and Bentley's Physiological Botany.

*Second year.*—During this year physics is studied. Text-books: Avery's Elements of Natural Philosophy. For reference, Deschanel, Ganot, and Stewart, etc.

*Third year.*—This year is devoted to the study of chemistry.

Text-book: Avery's Complete Chemistry. For reference, Bloxam and Wurtz.

*Fourth year.*—First term: Huxley and Youman's Elements of Physiology and Hygiene. Second term: Le Conte's Compend of Geology.

#### ENGLISH LANGUAGE AND LITERATURE.

The studies of this school embrace the origin, growth, grammatical structure and philological peculiarities of the language. Rhetoric, history, and exercises in composition are frequent, to give habits of self-criticism and the ready use of pure English. The lives of the most eminent English and American writers are studied with critical readings of some of their productions.

*First and second years.*—Green's Analysis, Abbot's How to Write Clearly; word analysis, Hart's Rhetoric.

*Third and fourth years.*—Taine's English Literature; Hale's Longer English Poems; Whitney's Study of English Language; select plays of Shakespeare; political economy.

Elocution will be thoroughly and systematically taught.

#### THE SCHOOL OF MORAL PHILOSOPHY.

This school embraces psychology, ethics, logic, and evidences of Christianity.

The special subjects of study in this department are the soul of man, his intellectual, emotional nature and will; the laws of thought; the principles and precepts of moral obligation; social economies; elements of jurisprudence and the extension of Christian ethics. In the study of mind the student begins the study of facts and laws as real as those of the material world, and of transcendent importance. He comes to a more distinct knowledge of mind in persons, of obligation to right and benevolence, of his mission under God, and his relation to his fellow-men. In acquiring knowledge of one's self, one is in a measure learning to reverence man and God, and to regard the laws of mind, and especially the moral, as supreme. Education would be incomplete and materialistic in its tendencies without the training received in this department.

There are two classes, best taken in two successive sessions:

First. The class in logical studies, deductive logic, inductive logic, and applied logic. Text-books: Bowen's Logic, Mill on Induction, Jevon's Principles of Science.

Second. The class in philosophical studies, psychology, ethics, and history of philosophy. Text-books: Hill's Psychology, Hamilton's Metaphysics, Uberweg's History of Philosophy.

#### SCHOOL OF MODERN LANGUAGES.

In this school German and French are taught.

FRENCH: The aim is to give the student a thorough knowledge of the structure and forms of the language, to enable him to read it well and to speak it.

The course of study is as follows:

*First year.*—Chardenal's First French Course, Super's French Reader.

*Second year.*—Chardenal's Second French Course, "La Fille de Roland" (Henri de Bornier); "La Poudre aux Yeux" (Labiche et Martin); "Iphigénie en Aulide" (Racine).

*Third year.*—"La Deuxième Année de Grammaire," Larive et Fleury; "Sept Grands Auteurs du Dix-Neuvième Siècle" (A. Fortier); "Le Bourgeois Gentilhomme" (Molière); "Polyeucte" (Corneille); "Le Cid" (Corneille); "Esther" (Racine); "Hernani" (Hugo); exercises and dictations.

GERMAN: *First year.*—Eysenbach's Grammar; conversation, narrative prose.

*Second year.*—Eysenbach's Grammar concluded; reading, conversation: geography of the German Empire.

*Third year.*—Review of grammar; "Wilhelm Tell" (Schiller); "Minna von Barnhelm," and other selections from the classical writers.

Music, telegraphy, etc., are the subject of further courses.



## Chapter VI.

### THE HIGHER EDUCATION OF FREEDMEN.

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Besides what has been done by the State in the Southern University, already described, the following are the more important agencies that serve this end:

#### LELAND UNIVERSITY.\*

Leland University owes its existence to the consecrated beneficence of Holbrook Chamberlain, of Brooklyn, N. Y., who went to New Orleans in 1870, purchased the site, consisting of 4 squares of ground fronting on St. Charles avenue, containing about 9 acres, and effected an organization of a board of trustees, whose first act of incorporation is dated March 26, 1870. The first trustees were Holbrook Chamberlain, E. E. L. Taylor, Seymour Straight, Charles Satchell, James B. Simmons, Thomas W. Conway, Esau Carter, Jay S. Backus, Hiram Hutchins, Richard De Baptist, Nathan Brown, William Howe, and Leonard Grimes. Deacon Chamberlain accepted the position of treasurer and occupied it until his death, which occurred in 1883, giving personal attention to the financial interest of the university and contributing liberally to its support. In this he was assisted by the United States Government, through the Freedman's Bureau, which appropriated \$17,500 toward the first building, and by the American Baptist Home Mission Society, which appropriated \$12,500 toward the purchase of the ground. In addition to this the society donated to the trustees, for school purposes, during the years 1874 to 1886, various sums, averaging over \$3,000 annually. During two of these years (1884, 1885) the society, by special arrangement, assumed the entire support of the teachers, paying over \$4,000 each year—in 1884, \$7,544, less \$3,468 received from tuition, donations, etc., and in 1885, \$7,871, less \$3,371 received.

In 1873 a large 3-story brick building, with Mansard roof, 100 feet long and 80 feet wide, was erected upon St. Charles avenue. In 1881 the new dormitory for girls was commenced. This also was of brick,

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\*This sketch has been furnished the writer by the president, Rev. E. C. Mitchell, D. D., for fifteen years professor of biblical interpretation in Baptist theological schools at Alton and Chicago, Ill., and, more recently, president of a theological school in Paris, France.

3 stories high, 100 by 50 feet, with a large basement devoted to laundry and boarding purposes. This building was completed in the fall of 1884 at a cost of about \$25,000.

The university was named by the founder in honor of his wife, who was a direct descendant of Elder John Leland, of Cheshire, Mass. Mrs. Chamberlain died before her husband. When he had finished his earthly work, it was found that in his will the bulk of his property, amounting to about \$100,000, had been left as an endowment fund for the support of the institution to whose interests he had devoted much of the later years of his honorable and useful life. A memorandum in the jubilee volume (1882) of the American Baptist Home Mission Society (p. 36) estimates the aggregate of his gifts to the institution during his lifetime at \$65,000, and adds:

With rare devotion and self-forgetfulness, he has for years lived for this object, putting time, talents, and possessions into the Christ-like service of lifting the lowly up into a higher life.

Although the institution was founded with a broad view to higher education, and therefore provided with a university charter similar in general features to that of American universities, yet, being at the same time, by its charter, open to all without distinction of sex or color, its first work in that locality was necessarily confined chiefly to the education of descendants of the colored race. The beginning of its internal work, therefore, was humble and primitive. The school, at first a primary grade, gradually advanced to grammar and to high-school instruction, and for some years chiefly provided for the preparation of teachers to supply the needs of public and private schools then springing up in all the Southern States. The first principal was the Rev. William Rollinson, of New Jersey, who taught until October, 1872, and who was succeeded by Rev. S. B. Gregory, who died in 1873. Rev. S. B. Barker, his associate in instruction, took charge until 1876, when he was succeeded by Rev. Marsena Stone, D. D. In 1878, Rev. S. J. Axtell was appointed president. His successor was Rev. J. S. Morton, who entered upon duty October 1, 1881, ex-President Axtell being appointed to the department of biblical instruction. In 1882, Rev. H. R. Traver, of Saratoga, N. Y., took charge of the institution, remaining in office until 1886. After an interim of one year the present faculty were appointed.

Since that period important changes have taken place, not only in the course of instruction, but in the organization of the institution. It having become evident that the time had arrived for the university to perform its proper work of higher education, the standard of admission to the classes was raised, so as to eliminate the lower grades and relegate the work of primary instruction to preparatory schools. Full normal and college work is now being performed in all departments. For the further enlargement of the scope of the university a new *charter* was obtained in 1891, more than doubling the number of trustees,

removing the limitations of its vested funds, and securing greater strength in the personality and power of its members, North and South. A system of affiliated schools was inaugurated by which the faculty of the university could exercise control over the preparatory course of study in secondary institutions established at important centers outside of New Orleans. The conditions under which these schools are admitted to the auxiliary relation are as follows:

1. That a property fairly valued at \$2,000 shall be provided by the trustees and kept in repair by them, with taxes, insurance, and incidental expenses paid.
2. That the tuition, to the amount of at least \$1 per month for each pupil, be reported and paid to the university before the 15th of each school month.
3. That the course of study prepared by the Leland faculty for use in preparatory schools (or "Leland academies") be adopted by the school with such textbooks as are from time to time prescribed.
4. The teachers of the school are to be appointed by us in consultation with the trustees of the school, and their names will appear as members of our faculty. Their salaries are to be paid by the university on terms which may be agreed upon, to be adjusted with reference to the apparent needs and probable income of the school.
5. Graduates of the school will be received into the regular normal classes of the university without examination. The best scholar in each graduating class will receive from the university a prize of \$1 per month deducted from his first term bill, and the second best scholar will receive a prize of 50 cents per month in the same way.

The courses of study are as follows:

#### NORMAL.

*Junior year.*—First term, algebra, rhetoric, physiology; second term, algebra, physical geography, physics.

*Middle year.*—First term, algebra, Latin, physics; second term, algebra, Latin, chemistry.

*Senior year.*—First term, geometry, Latin, civil government; second term, geometry, Latin, laws and practice of teaching.

#### COLLEGIATE.

Junior and middle years identical with normal.

*Senior year.*—Geometry, Latin, Greek.

#### COLLEGE COURSE.

*Freshman year.*—Latin, Greek, geometry, trigonometry.

*Sophomore year.*—Latin, Greek, analytical geometry, physics.

*Junior year.*—Rhetoric, logic, English literature, Greek, physics, physiology, astronomy.

*Senior year.*—Psychology, moral science, Christian evidences, history of civilization, political economy, chemistry, geology.

#### THEOLOGICAL DEPARTMENT.

*Junior year.*—Biblical introduction and history, evidences of Christianity and Biblical interpretation.

*Middle year.*—Biblical geography and archaeology. Biblical interpretation, theology, church history, sermonizing.

*Senior year.*—Biblical interpretation, pastoral theology, sacred rhetoric, church polity.

**STRAIGHT UNIVERSITY.\***

It became evident very early that New Orleans was an important point at which to establish an educational institution for the colored people.

Prominent among those interesting themselves in the matter was Hon. Seymour Straight, then engaged in the produce business in this city, now of Hudson, Ohio. Hon. Edward Heath, Mr. Charles Heath, and others were its warm advocates.

The United States Government was appealed to, and a building was erected on the corner of Esplanade and Burgundy streets, the ground being the property of the American Missionary Association, and the school was to be under their control.

As Mr. Straight was by far the largest contributor, it was in his honor named "Straight University." He has always been the firm friend and constant benefactor of the institution. The institution received her charter from the State legislature, granting her all the rights of establishing technical departments, granting degrees, etc., in 1869, and the new building was dedicated in February, 1870.

The notion that education would somehow lift them into a higher and better life seemed to take at once a strong hold on the minds of these people, and they flocked to this and other schools, literally by thousands. Few of them had any fair conception of what a school was, and many only remained a few days, others coming in to fill their places, and with this irregularity little, comparatively, in the way of thorough instruction could be given.

But things constantly improved, and soon a more perfect organization was effected. Great good was accomplished notwithstanding all the drawbacks, and thousands who to-day are occupying prominent positions as preachers, teachers, merchants, and farmers look back with grateful remembrance to the time they spent at "The Straights" or "The Universe," as many of them still call it.

In 1877 the building on Esplanade street was destroyed by fire, and with it much that would aid in compiling its history, as well as a valuable library, the gift of Northern friends. School was held for some months in Central Church, on Liberty street, but without delay a piece of ground was selected on Canal street, its present site, and the university building erected and dedicated October 1, 1878.

In 1881 Mrs. Valina G. Stone, of Malden, Mass., gave \$25,000, with which an additional half square of land was purchased, and Stone Hall, a beautiful and convenient building three stories high, 100 feet front on Canal street, and with wing 190 feet on Rocheblave, was erected. This is now occupied as the teachers' home and girls' dormitory.

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\* Account furnished by Rev. R. C. Hitchcock, A. M., president.

In October, 1883, the boys' dormitory, Whittin Hall, was erected, so named in honor of Hon. William C. Whittin. Ten thousand dollars was received from the estate of Mr. Whittin and \$5,000 from the generous hand of Mr. Straight for the erection of this building.

In 1886 the building occupied as Vermont headquarters at the exposition was obtained and is now occupied as a library.

In 1886 an industrial department was added, largely by the aid of money from the Slater fund, a shop erected, and now several departments of mechanical work are in successful operation.

The grounds, which are pleasantly situated on Canal street, in the most beautiful part of the city, are handsomely laid out and planted with trees, vines, ornamental shrubs, and flowers, the work all being done by students. This year a new and larger shop is to be built, and a greenhouse for the education of students in floriculture is in contemplation.

Standing as we do, a central point for the whole Gulf coast, facing Mexico and the islands, no school has better promise of a grand future than Straight.

Among our students are representatives from Cuba, Honduras, Mexico, Texas, Arkansas, Mississippi, Florida, Alabama, and nearly every parish of our own State.

#### LAW DEPARTMENT.

Our law department graduated its first class in 1876. Since then it has graduated 81, all of whom have been admitted to the bar of this or other States. Among these are many, both white and colored, who take high rank in their profession, and who have filled prominent positions. I name: Judge Alfred E. Billings and Hon. L. A. Martinet, New Orleans; Hon. Charles A. Baquie, Hahnville, La.; Hon. Lucien Adams, New Orleans, La.; Thomas De Salieres Tucker, esq., Pensacola, Fla.; William H. Hodgkins, esq., Nashville, Tenn.; David B. Temple, esq., Vicksburg, Miss.; Hon. John F. Patty, St. Marys, La.; Hon. C. A. Roxborough, Iberville, La.; Hon. P. B. S. Pinchback, New Orleans, La.; Jason L. Jones, esq., Plaquemine, La.

Among its undergraduates are several who have held important positions: Lieutenant-Governor C. C. Auboine, Shreveport, La.; Hon. Henry C. C. Astwood, United States consul at Santo Domingo; Hon. S. A. McElwen, Tennessee; J. M. Vance, esq., New Orleans, and others.

#### THEOLOGICAL DEPARTMENT.

From this department have gone forth hundreds who are intelligently preaching God's word in this and neighboring States. Among these I name Rev. A. E. P. Albert, D. D., formerly presiding elder of the Methodist Episcopal Church, now the popular editor of the Southwestern.



## CLASSICAL AND NORMAL.

From these departments have gone hundreds of teachers, many occupying prominent places as superintendents of schools in cities and towns of Louisiana, Mississippi, Texas, and other States. Mr. W. H. Reynolds, A. B., is superintendent of colored schools in Vicksburg, Miss., a post he has held several years with much honor. Mr. E. C. Freeman has won his way to a high place in the public schools of Manhattan, Kans. Six are teachers in the public schools of New Orleans.

Our rooms are crowded every year, and had we more room our numbers could and would be doubled.

During the year 1889 our attendance was 569.

In 1888 University Church was organized, with Rev. M. L. Berger, D. D., as pastor, with about fifty members. We have one of the largest Sunday schools in the city.

Our library numbers about 2,000 volumes.

The institution was founded in 1869, opened in 1870, burned in 1877, and rebuilt in 1878.

## PROPERTY.

University building, 100 by 60 feet, two stories .....	\$15,000
Stone Hall, 100 by 190 feet, three stories .....	25,000
Whitin Hall, 100 by 50 feet, three stories .....	15,000
Library .....	1,000
Shop and equipments .....	800
Printing office .....	800
Storehouse .....	300
Cisterns and outbuildings .....	1,000
Land .....	20,000

We occupy a whole square of ground, bounded by Canal, Rocheblave, Tonti, and Cleveland streets. Our grounds are high, the roadways and sidewalks never flooded; the situation is the most healthful in the city.

*College course, four years.*

	Language.	Mathematics.	Science.
Freshman .....	Anabasis, three terms. Virgil's <i>Æneid</i> , two terms. Livy, one term, with composition.		Physics, two terms. Chemistry, one term.
Sophomore .....	Homer's <i>Iliad</i> , three terms. Livy, one term, with composition. Horace, two terms.	Higher algebra, two terms. Geometry, two terms.	Science of education.
Junior .....	Homer's <i>Odyssey</i> , two terms. Herodotus, with Greek composition, one term. Tacitus, two terms. French, two terms.	Trigonometry, one term.	Geology, one term.
Senior .....	English literature, one term. Logic, one term.	Review of all common branches.	Mental science, two terms. Civil government, one term. Political economy, one term. Evidences of Christianity, one term. Astronomy, one term.

**NEW ORLEANS UNIVERSITY.\***

The Union Normal School of New Orleans was organized July 9, 1869, with the following board of managers: Rev. R. K. Diossy, president; Rev. L. C. Matlack, Hon. J. P. Sullivan, Gen. Cyrus Bussey, Henry C. Dibble, esq., F. J. Emley, esq., Louis Banks, esq., and Rev. Robert H. Steptoe.

As the principal object proposed was the preparation of teachers for the education of the colored children of the State, application for assistance was made to Bvt. Maj. Gen. Edward Hatch, then in charge of the Freedman's Bureau in Louisiana.

A property well suited to the purposes of the institution, situated on the corner of Camp and Race streets, was purchased by General Hatch for \$12,000 and donated to the school. In the fall of 1869 the first session was opened, and after three years of prosperity the work was enlarged by merging the Normal School into the New Orleans University.

By an act of the general assembly, approved March 22, 1873, by William P. Kellogg, governor of the State of Louisiana, the institution was regularly chartered, and J. C. Hartzell, I. S. Leavitt, Cyrus Bussey, Emperor Williams, H. C. Dibble, John Baldwin, George Dardis, W. M. Daily, M. C. Cole, James H. Ingraham, C. W. Boothby, J. M. Vance, Pierre Landry, W. G. Brown, and J. Barth were constituted the first board of trustees.

The following-named gentlemen have served as presidents: Rev. I. S. Leavitt, A. M.; Rev. W. D. Godman, D. D.; Rev. James Bean, A. M.; Prof. I. N. Faler, A. M.; Rev. James Dean, D. D.; Rev. L. G. Adkinson, A. M., D. D.

During three years the institution was under the direction of Rev. A. F. Hoyt, Ph. D., and Rev. I. L. Lowe, A. M., Ph. D., as acting presidents.

In 1884 the property on Camp and Race streets was sold and a block on the corner of St. Charles and Valmont was purchased, where the school is now located. A large brick building, 156 feet front by 120 feet deep in the L, five stories high, has just been completed. It contains six school rooms, chapel, offices, cloakrooms, bathrooms, with dormitory rooms and dining-room accommodations for 180 students. The entire property is valued at \$75,000. The enrollment, including boarding and day students, in January, 1889, was 232. The faculty then consisted of Rev. L. G. Adkinson, A. M., D. D., president; Rev. Thomas M. Dart, A. M., professor ancient languages; Harvey J. Clements, B. S., professor natural science; Miss Maria C. Kilgrove, principal grammar school; Albert R. Adkinson, principal model school; Miss Belle Adkinson, principal music department; B. M. Hubbard and A. P. Camphor, tutors; William Porter, principal night school; W. E. Chamberlain, superintendent mechanical department; Mrs. M. A. Adkinson, principal sewing department.

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\*Account furnished by President L. G. Adkinson, A. M., D. D. Since this account was written a medical department has been added to the institution.



## Chapter VII.

### BENEFACTORS TO EDUCATION.

Louisiana has not been without its benefactors to education. Don Andres Almonaster was the first of these

The second, perhaps, was Julien Poydras. The Poydras Academy was incorporated by the legislature January 17, 1838, and was to receive \$1,500 annually for five years. The trustees were Aug. Le Blanc, J. U. Jarreau, L. Humblot, Charles Poydras, A. W. R. Falkener.

This institution had been founded on a bequest made by Julien Poydras. Information as to the terms of his will the writer has been unable to secure, after repeated attempts; but a glimpse is given by an act of March 16, 1830. Arnaud Beauvais, Louis Chenevert, S. Vanwinckle, Augustin Bourgeat, and Pre. Mayor were appointed commissioners to exact from Pointe Coupée Parish the interest already due on the \$20,000 bequeathed by the late Julien Poydras for the purpose of establishing an academy in that parish. They were authorized to procure buildings and establish a seminary for the education of youth in Pointe Coupée. They were further to collect \$1,800 due the public schools from an insolvent estate.

Two years later these commissioners were directed to invest the sums realized from the donation. They were to divide the parish into wards and establish one or two primary schools in each of them, the annual expenses not to exceed the interest on the Poydras fund. The State's allowance for public schools was also to run on. Mr. Lusher, on what authority he does not say, remarks that Poydras College had been in successful operation for several years in 1835.

As early as 1817 an orphan society was incorporated, presumably on a sum of money left by Poydras. This charity still remains.

The next of these early benefactors was Alexander Milne.

The Milne Asylum for Destitute Orphan Girls was incorporated February 27, 1839; directresses, Mmes. Claiborne, Hennen, F. W. Morgan, Pollock, Clay, Kerr, Dannoy, E. A. Canon, Marigny, Audry, Merle, Nott, and Preston, and Misses Bornel and Brunair.

At the same time the Milne Asylum for Destitute Orphan Boys was incorporated; directors, Bishop Blanc, Richard Relf, George W. Morgan, Carlisle Pollock, E. A. Conon, Louis Bringier, Charles Cuvellier, William C. C. Claiborne, and Hartwell Reed.

The provisions of the will under which these foundations were made were as follows:

It is my positive will and intention that an asylum for destitute orphan boys

and another asylum for the relief of destitute orphan girls shall be established at Milneburg, in this parish, under the names of the Milne Asylum for Destitute Orphan Boys and Milne Asylum for Destitute Orphan Girls, and that my executors shall cause the same to be duly incorporated by the proper authorities of this State; and to the said two contemplated institutions, and to the present institution of the Society for the Relief of Destitute Orphan Boys, in the city of Lafayette and parish of Jefferson, in this State, and to the Poydras Female Asylum in this city, I give and bequeath, in equal shares or interests of one-fourth to each, all my lands on the Bayou St. John and on the Lake Pontchartrain, including the unsold land of Milneburg.

I institute for my universal heirs and legatees, in equal shares or portions, the said four institutions: that is to say, the two intended institutions at Milneburg and the two asylums aforementioned in this city and in the city of Lafayette, to whom I give and bequeath the residue of all the property and estate, movable and immovable, I may possess at the time of my decease, to be equally divided and apportioned among them.

The largest of the benefactions made for education in Louisiana was the gift of John McDonogh. Very complex and curious were the terms of his will. A very large fortune was bestowed upon the cities of New Orleans and Baltimore, large portions of it as residuary legacies. It has been claimed that each of these cities should have realized several millions from this source alone for its public schools. The will, however, became the subject of an almost endless litigation, and, as is the wont in such cases, the greater portion of the fortune was consumed in the litigation. This whole subject is discussed by Judge William W. Howe in his *Municipal History of New Orleans*.<sup>\*</sup> The conclusion he sets out is as follows:

The net result of the McDonogh will cases was to give the property to Baltimore and New Orleans, subject to sundry legacies and charges, which were paid and compromised. The extraordinary plan which the imagination of the testator had formed in his lonely hours of celibacy was never realized, but the object was to some practical extent attained. The net proceeds of the estate were divided between the cities, to be applied to educational purposes. The popular belief has been that the trust has not been well administered by New Orleans. This belief, however, is not well founded. The amount of the estate was much exaggerated; portions of it were depreciated in the lapse of time, and the expenses of defending it were heavy. The city received, in round numbers, about \$750,000. With the proceeds she has erected and furnished eighteen schoolhouses. At an early period of the late war some of the assets were diverted for the purpose of fortifying the city, but were afterwards restored. The present value of the property, including the schoolhouses, is estimated at about \$800,000 (p. 27).

The Asylum for the Relief of Destitute Orphan Boys, incorporated February 4, 1825, by James Workman, Beverly Chew, Jean Baptiste Labatut, René Lemonier, A. Perlée, William Christy, John Nicholson, Peter Laidlaw, and George W. Morgan, was the recipient of benefactions from both Milne and McDonogh. The assets of the Milne bequest comprise a large amount of real estate of little present value and about \$3,000 of city bonds.<sup>†</sup>

The buildings and grounds now occupied by this asylum on St.

<sup>\*</sup>Volume 7 of the Johns Hopkins University Studies in History and Political Science.

<sup>†</sup>Howe, *ibid.*, p. 24.

Charles street were the gift of John McDonogh. A tablet to his memory has been erected in the hall of the main building.

Zenon Porché endowed Poydras College with \$20,000. The legislature in 1862 passed measures to secure this legacy.

William Silliman, *vide* p. 132.

Paul Tulane, *vide* p. 177.

#### CONCLUDING REMARKS.

It may seem to some that the writer of this monograph has been severe. He is aware of a somewhat different point of view in his treatment from that exhibited in the other reports of the series. It is therefore right to warn the reader of this difference, lest a comparison greatly to the disadvantage of Louisiana result. To whatever cause we may attribute it, the efforts made by the State for education when the indigent-beneficiary system obtained were dismal failures. Orleans College, the College of Louisiana, the College of Jefferson, Franklin College, the subsidized academies, where are they now?—denominational colleges, private schools, or altogether deserted.

The free school system had a scant ten years' life, then four years' war, and ten years' reconstruction. Since then it has had only a few years to take root again.

The Louisiana State University has passed through the same crises, and had only two years to strike its roots before the outbreak of the war.

How many buildings the State has erected or assisted to erect for the purpose of higher education! Because of fires and the generous hand with which she has given property away she does not now own one stone upon another for this purpose.

At the end of such a monograph no reader could be more sensible of the omissions of the writer than himself. However many institutions he may have mentioned, he yet feels that the picture is incomplete. By his personal associations it happens that the writer knows that in the village of Minden, in north Louisiana, there existed quite a while before the war two colleges for women that gave substantially as good courses as the better high schools of to-day. In the same village there was at that time a boys' school, taught by two M. A.'s of Harvard College, one of them the father of the writer. But this village of Minden never had 1,000 inhabitants. The schools there drew upon the surrounding country for their pupils. There was surely a great amount of enthusiasm for education in that little village. In a very different portion of the State the village of Jackson, of no larger proportions, enjoyed at least one and probably two girls' schools of a like character, besides the Centenary College. Who, then, shall say that the State did not possess a real enthusiasm for culture?

The outlook for the future is not unhopeful. The Tulane University is the product of the last few years. The Howard Memorial Library is a new and splendid agency for culture, at least in New Orleans, where the Fisk Free Library is also available. The former

contained 25,000 volumes in 1890, and has a fund to warrant its development. In the country new institutions are springing up, representing a standard of education pretty fairly comparable with good high schools in the larger cities. The larger institutions in the State should seek in some way to develop them into proper fitting schools for their own freshman classes.

The attempt has not been made to name all of these, or even some institutions of older standing. But the writer takes pleasure, while gratefully acknowledging the kindness of Mr. H. H. Hargrove, staff correspondent of the *Picayune*, in other matters, in being able to cite in conclusion the following words from a letter of his:

There has been a wonderful growth in this cause since 1885, when the available funds [for the public schools] were \$450,000, while they steadily increased in 1886, 1887, 1888, and 1889, until the last year, when they were \$843,000, or nearly 90 per cent increase in four years, while population in the State only increased 20 per cent in ten years and wealth about 44 per cent in ten years. This interest is manifesting itself all over the State, and I believe it will result in over \$1,000,000 this year; and the longer it is kept the greater will be the result.

I find the national department reports credit Louisiana with only nine colleges, while there are nearer thirty. Many of these have been built in the past two or three years, and possibly not noted.

To the end that none of them escape your attention, I hereby name as many as are familiar to me: Agricultural and Mechanical College, Baton Rouge; Tulane University and Soulé College, New Orleans; Jefferson College, St. James; Norrual College, Natchitoches; Silliman Institute, Clinton; Centenary College, Jackson; Masonic Institute, Fort Jesup; Female College, Mansfield; Male and Female College, Keatchie; Thatcher Institute, Shreveport; Miss Nelson's Seminary, Shreveport; Louisiana Male and Female College, Shreveport; Minden Female College, Minden; Homer College, Homer; Gibsland Institute, Gibsland; Mount Lebanon University, Mount Lebanon; two colleges at Arcadia; Ruston College, Ruston; Simsboro Institute, Simsboro; Crowley College, Crowley; college, Lake Charles; college in interior of Calcasieu Parish; several in New Orleans; also several convents and brotherhood colleges belonging to the Catholics.

The institutes which have been held for two or three years by the normal faculty have done much toward this good work.

#### POSTSCRIPT WRITTEN IN 1898.

The manuscript of the History of Education in Louisiana was completed in the winter of 1890-91. It is impracticable to bring the description down to date. The writer has noted with pleasure a continued improvement in the two institutions for higher education in which the State is directly interested, viz. Tulane University and the Louisiana State University and Agricultural and Mechanical College. These institutions have an excellent and growing equipment. So far as the higher education is concerned, the outlook was never brighter.

The greatest obstacle to progress rests now, where it rested before, in the inadequacy of the preparatory schools to fit lads for college. The first educational scheme of the Territory of Orleans still furnishes a hint valuable for the future. Every parish in the State ought to be provided with at least one good high school, a school of such grade as to fit its most advanced students for the freshman class of the State University or Tulane. The relation of the University of Michigan to the high schools of that State furnishes a demonstration of what can be accomplished by consistently following a good general plan for State education, considered as a whole. May I not venture to call the attention of the educational *authorities of my native State* to the results that have been obtained in Michigan?

## Chapter VIII.

### TULANE UNIVERSITY OF LOUISIANA.\*

Tulane University of Louisiana is an institution for the higher education of the white youth of Louisiana.

Tulane University is divided into the University Department of Philosophy and Science, College of Arts and Sciences, College of Technology, H. Sophie Newcomb Memorial College for Young Women, Department of Law, and Department of Medicine.

The Tulane University of Louisiana came into existence as such by operation of law in July, 1884. But its origin was just half a century earlier. Its history is a record of feeble beginnings, of a long continued struggle, of growth, development, and expansion, and finally of the fullness of university life in the legitimate areas of educational effort.

#### THE MEDICAL COLLEGE OF LOUISIANA.

Its starting point was the organization of the "Medical College of Louisiana," in September, 1834. This institution was chartered April 2, 1835, by an act approved by Governor White, and in March, 1836, it issued the first degrees in medicine or science ever conferred in Louisiana, or the Southwest. In March, 1839, it issued its first degrees in pharmacy. The first faculty consisted of Thomas Hunt, dean and professor of physiology and pathological anatomy; Charles A. Luzenburg, surgery; J. Monro Mackie, theory and practice of medicine; Augustus H. Cenas, obstetrics and diseases of women and children; Ed. H. Darton, materia medica, therapeutics, and hygiene; Thomas R. Ingalls, chemistry; John H. Harrison, adjunct professor of anatomy, and Warren Stone, demonstrator of anatomy. A gradual reconstruction of the faculty occurred, and we find Dr. Warren Stone filling the chair of surgery from 1837 to 1872, when he was succeeded by Dr. T. G. Richardson, who had, however, entered the college as professor of anatomy in 1858. He was succeeded by Dr. Samuel Logan, and after his death in January, 1893, Dr. Albert B. Miles was elected to the chair of surgery. Dr. James Jones held different chairs in the college from 1836 to 1874; Dr. Harrison from 1834 to 1849; Dr. J. L. Riddell from 1836 to 1862, and Dr. Thomas Hunt from 1834 to 1867. Dr. Samuel M. Bemiss filled the chair of theory and practice

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\* This article prepared by President William Preston Johnston.



of medicine from 1866 to 1884; Dr. Samuel Logan filled the chair of anatomy from 1872 to 1885, and Dr. S. E. Chaillé, who was demonstrator of anatomy from 1857 to 1867 and lecturer on obstetrics in 1865-66, has filled the chair of physiology and pathological anatomy and hygiene from 1867 till the present time. Since 1853 the deans have been Prof. Thomas H. Hunt, 1853-1865; Dr. T. G. Richardson, 1865-1885, and Dr. S. E. Chaillé, since 1885. It would be useless to point out to the medical reader the weight and worth of these and other eminent names in the faculty.

The number of students in 1835 was 11; in 1836 there were 16, of whom 14 were graduated. The attendance increased steadily, and in 1846 reached 100, with 19 graduates; in 1856, 223, with 67 graduates. From unusual causes these figures rose in 1859 to 333 students and 97 graduates; in 1860, to 402 students and 113 graduates, and in 1861, to 404 students and 134 graduates. There were no sessions in 1863, 1864, and 1865. Before the war there were 4,119 students and 1,084 graduates. From 1866 to 1894 there were 6,786 students and 2,057 graduates. The total number of students from 1834 to 1894 was 10,905, and of graduates 3,141. A tabulated record of the professors and number of students by years will be found in exhibit marked "A."

The following sketch of the medical department, from the pen of the dean, Dr. S. E. Chaillé, contains the most important facts in its history:

It is the oldest medical college in the Southwest; it is, in age, the third south of the Potomac and Ohio rivers and the fifteenth in the United States. Having had more than 300 students during the session of 1887-88, it ranks, in the number of students, among the first 10 of the 93 "regular" medical colleges of the United States.\* Only 4 of the 14 older colleges exceed, in the number of students, the medical department of Tulane University, and it ranks, if age and the number of students and alumni be considered, as first in the Southwest and South and fifth in the United States.

The establishment and maintenance of the University of Louisiana, with its medical and other departments, first ordained by the State constitution of 1845, and similarly provided for by the subsequent constitutions of 1852, 1864, 1868, and 1879, was due in large measure to the influence of the professors of the Medical College of Louisiana. But the constitution of 1845 was not executed in this particular until February 16, 1847, when, by act No. 49, the Medical College of Louisiana was constituted the medical department of the University of Louisiana. This law was reenacted March 15, 1855, by act No. 320, and this law contains the legal provisions still most important to the medical department. Some of these provisions were repealed or modified by act No. 43, of July 5, 1884, the law which converted the University of Louisiana into the Tulane University of Louisiana, and also the law which, by vote of the people, April 17, 1888, was confirmed by an amendment to the constitution of 1879.

The first course of lectures was delivered in the statehouse; the second at No.

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\* The United States has had 158 regular medical colleges, but 65 of these have become extinct. The 93 colleges now existing had, in 1885-86, 3,243 graduates out of 10,339 students. Forty colleges had 50 students; 16, 50 to 100; 21, 100 to 200; 7, 200 to 300; 5, 300 to 400, and 4, 400 to 568, the maximum.—See An. Rep. U. S. *Comm. of Education* for 1885-86.

40 Royal street, and for some years after in different buildings. In 1843 the present law department was erected as a medical college on a plan of Mr. Darkin, an architect of repute. Four courses of lectures were delivered there. A medical college building was then erected on Common street, now Tulane avenue, between Baronne street and University place, which was occupied by the medical department from 1847 to 1893.

In addition to the lot and building (\$40,000) given in 1847, the State appropriated to the medical department \$35,000 in 1850 and \$6,000 in 1853 for its museum, chemical and other apparatus, etc.; \$12,500 in 1857 for repairs, etc.; and a part of the \$25,000 appropriated in 1866 to "necessary repairs of the university buildings." The faculty made annual contributions, amounting in the aggregate to a very large sum, to promote all of the many things requisite to medical education, and every year since 1884 the Tulane administrators have liberally contributed to improvements of the medical department.

Although clinical lectures were delivered from the first session annually in the Charity Hospital, yet its amphitheater, accommodating an audience of about 400, and still in use, was not erected until 1844. It was built at the joint expense (\$5,000) of the medical faculty and the administrators of the hospital. The building on Tulane avenue, with an extensive annex to its third story, contained three large lecture rooms, each accommodating 400 persons; a large medical museum, especially for illustrating the lectures; unusually extensive and convenient accommodation for demonstrating anatomy; a chemical and also a pharmaceutical laboratory; and numerous rooms for laboratory and other needful purposes. These conveniences, with the hospital amphitheater, provided unusual accommodation for medical instruction.

None the less, the superiority and popularity of the medical department were chiefly due to the unsurpassed clinical and anatomical advantages given by the great Charity Hospital, with its 52 wards, containing 700 beds, with from 6,000 to 8,000 patients annually occupying these beds, and from 12,000 to 20,000 additional sick who, as "outpatients," visit the hospital for medical attention. No city less populous than New Orleans can possibly supply such a vast amount of material for prosecuting the study of medicine in all its branches, and it is difficult to find such an amount, as convenient for educational purposes, even in cities of far larger population, for in these the sick are usually distributed in a number of smaller hospitals. Since 1847 the law of Louisiana provides that "the medical department of the University shall at all times have free access to the Charity Hospital of New Orleans for the purpose of affording their students practical illustrations of the subjects they teach." These students have therefore free access, without paying any hospital fees, and this provision of the law has always been interpreted in all other particulars so liberally by the administrators, that there is very surely no medical college which possesses superior advantages for that practical instruction indispensable to prepare students for successful professional life. For such instruction it is imperative that there should be convenient and numerous opportunities at the bedside of the sick to study all the diseases and accidents flesh is heir to, and also abundant material for the study of normal and morbid anatomy. For the study especially of the diseases of the Southwest, and also of the negro race, there is no field comparable to that furnished by the Charity Hospital, nor can there ever be until the Southwest is provided with a more populous city than New Orleans.

Nearly one-half of the registered medical graduates of New Orleans, and more than one-third of those in Louisiana outside of New Orleans, are graduates of the Tulane medical department; so also are a large proportion of the reputable physicians of Texas and Mississippi. From these three States, as a center, the residences of the alumni radiate to probably everyone of the United States. These

alumni have filled very many offices, military as well as civil. Many have been professors and instructors in medical and other colleges; others have been superintendents of hospitals and asylums, city physicians, sanitary officers, coroners, legislators, mayors, sheriffs, justices of the peace, etc. The record of a rôle of such honors would be a very long one, for in all places and offices these alumni have gained enviable reputations and have thus maintained and increased the fame of their alma mater.

Their patriotism was conspicuous in the war between the States, 1861-1865. There were 1,084 graduates to March, 1862, and therefore to 1866, since the war closed the doors of the medical department during the three sessions succeeding 1861-62. In 1871 information was obtained from only 270 graduates, and as to only 427 of the 1,084 graduates. This meager information showed that 240 were in the military service of the Confederate States, and 170 of these as medical officers. The fate of 38 of these deserve permanent record as a part of the roll of honor of our alumni.

Thirteen were killed in battle, viz: Drs. B. Y. Egan, L. M. Graves, Jas. Harper, C. W. Humphreys, D. H. McEacham, A. H. Moore, W. C. Murphy, J. B. W. Penrose, A. S. Pickering, John Sims, John Taylor, F. M. Traylor, and J. W. Wright. Three died of wounds received in battle, viz: Drs. W. W. Brown, J. J. Little, and J. M. McCary. Sixteen died in service, some of wounds, some in prison, etc., viz: Drs. Wade Allen, L. M. Austin, W. L. Bridges, J. H. DeVotie, C. M. Dougherty, R. A. Felton, M. W. Goldsby, W. V. Harris, D. F. McInnis, V. V. Madden, N. B. Moss, J. J. Oatis, Samuel Parker, Harry Percy, J. E. Sutton, Francis Whicher, and G. L. Witherington. Five were permanently disabled by wounds received in battle, viz: Drs. W. J. Finch, J. D. Harrell, Paul Lawrence, Hy. Snow, and A. P. Sparkman.

That the above list presents only a fraction of the honorable but distressing truth is sufficiently proved by the fact that it was derived from information as to only 427 of 1,084 graduates.

The year 1893 marked a most important period in the history of the progress of the medical department. It was then decided that every student who began his career in any medical college after September 1, 1893, should present satisfactory evidence of adequate preparatory education; should, before graduation, have attended not less than three annual sessions; the annual sessions should be not less than six months' duration; medical jurisprudence should be added to the curriculum of studies, and every graduate should have attended not only two sessions in the laboratory of practical anatomy but also one laboratory course in histology and bacteriology, one in chemistry, and one in operative surgery.

In addition to enforcing these important reforms in October, 1893, the medical department occupied a new site, twice the size of the former one and only two squares from the Charity Hospital; and thereon was erected a 4-story building (three stories above a most excellent basement), which provides ample accommodation for larger classes and for all the needs now requisite to medical education; larger and better lecture and recitation room, and, best of all, ample and well equipped laboratories for chemistry, for pharmacy, for practical anatomy, for microscopical anatomy, pathology, and bacteriology, and working rooms for practical physiology and for gross pathological anatomy. These admirable laboratories, added to the unrivaled practical advantages for clinical, anatomical, and pathological studies given by the Charity Hospital, enable the medical department now to provide its students with unsurpassed advantages for their medical education. The average number of students has been about 400 for the last four years and the number of graduates annually about 100.

## A.

*Professors, instructors, and number of matriculates and graduates for every year since 1834.*

(N. B.—The sessions of 1834-35, 1870-71, etc., are designated by 1835, 1871, etc.)

Year.	1 Professor of surgery.	2 Professor of theory and practice of medicine.	3 Professor of obstetrics and diseases of women and children.	4 Professor of materia medica, therapeutics, and hygiene.
1835	Chas. A. Luzenberg	J. Monro Mackie	Aug. H. Cenas	Ed. H. Barton.
1836	do	Ed. H. Barton.	Ingalls-Jones	J. Monro Mackie.
1837	Luzenberg-Stone	do	James Jones	Do.
1838	Warren Stone	do	do	Do.
1839	do	do	do	Harrison and Riddell.
1840	do	James Jones	Aug. H. Cenas	Ed. H. Barton.
1841	do	do	do	S. W. Ruff.
1842	do	do	do	Do.
1843	do	do	do	Wm. M. Carpenter.
1844	do	do	do	Do.
1845	do	do	do	Do.
1846	do	do	do	Do.
1847	do	do	do	Do.
1848	do	do	do	Do.
1849	do	do	do	Gustavus A. Nott.
1850	do	do	do	Do.
1851	do	do	do	Do.
1852	do	do	do	Do.
1853	do	do	do	Do.
1854	do	do	do	Do.
1855	do	do	do	Do.
1856	do	do	do	Do.
1857	do	do	do	Do.
1858	do	do	do	Do.
1859	do	do	do	Do.
1860	do	do	do	Do.
1861	do	do	do	Do.
1862	do	do	do	Do.
1863	No sessions	No sessions.	No sessions.	No sessions.
1864	do	do	do	do
1865	do	do	do	do
1866	Warren Stone	James Jones	Aug. H. Cenas	Gustavus A. Nott.
1867	do	Sam'l M. Bemiss	James Jones	Do.
1868	do	do	do	Frank Hawthorn.
1869	do	do	do	Do.
1870	do	do	do	Do.
1871	do	do	do	Do.
1872	do	do	do	Do.
1873	T. G. Richardson	do	do	Do.
1874	do	do	do	Do.
1875	do	do	F. Hawthorn	E. S. Lewis.
1876	do	do	do	Do.
1877	do	do	E. S. Lewis	T. J. Heard.
1878	do	do	do	Jno. B. Elliott.
1879	do	do	do	Do.
1880	do	do	do	Do.
1881	do	do	do	Do.
1882	do	do	do	Do.
1883	do	do	do	Do.
1884	do	do	do	Do.
1885	do	J. B. Elliott, lecturer.	do	Do.
1886	do	Jno. B. Elliott	do	J. F. Y. Paine.
1887	do	do	do	A. B. Miles.
1888	do	do	do	Do.
1889	Samuel Logan	do	do	Do.
1890	do	do	do	Do.
1891	do	do	do	Do.
1892	do	do	do	Do.
1893	do	do	do	Do.
1894	A. B. Miles	do	do	L. F. Reynaud.

S. E. Chaillé, professor of hygiene, 1892-1894.

*Professors, instructors, and number of matriculates and graduates for every year since 1834—Continued.*

Year.	5 Professor of chemistry.	6 Professor of physiology and pathological anatomy.	7 Professor of anatomy.	Deans.
1835	Thos. R. Ingalls	Thos. Hunt	Jno. H. Harrison, adjunct.	Prof. Thomas Hunt.
1836	Wm. Byrd Powell	Jno. H. Harrison	Warren Stone	Prof. C. A. Luzenberg.
1837	Jno. L. Riddell	do	do	Prof. Ed. H. Barton.
1838	do	do	do	Do.
1839	do	do	do	Do.
1840	do	do	Gustav. A. Nott	Do.
1841	do	do	do	Prof. J. H. Harrison.
1842	do	do	Jno. H. Harrison	Prof. Jas. Jones.
1843	do	do	A. J. Wedderburn	Prof. J. H. Harrison.
1844	do	do	do	Do.
1845	do	do	do	Prof. A. H. Cenas.
1846	do	do	do	Prof. W. M. Carpenter.
1847	do	do	do	Prof. A. J. Wedderburn.
1848	do	do	do	Do.
1849	do	do	do	Prof. Jas. Jones.
1850	do	Thos. Hunt	do	Prof. G. A. Nott.
1851	do	do	do	Do.
1852	do	do	do	Do.
1853	do	do	do	Prof. Thos. Hunt.
1854	do	do	do	Do.
1855	do	do	do	Do.
1856	do	do	do	Do.
1857	do	do	J. C. P. Wedderstrandt	Do.
1858	do	do	Josiah C. Nott	Do.
1859	do	do	T. G. Richardson	Do.
1860	do	do	do	Do.
1861	do	do	do	Do.
1862	do	do	do	Do.
1863	No sessions	No sessions	No sessions	No sessions.
1864				
1865				
1866	Jno. W. Mallet	Thos. Hunt	T. G. Richardson	Prof. T. G. Richardson.
1867	do	do	do	Do.
1868	do	S. E. Chaillé	do	Do.
1869	Joseph Jones	do	do	Do.
1870	do	do	do	Do.
1871	do	do	do	Do.
1872	do	do	do	Do.
1873	do	do	Sam'l Logan	Do.
1874	do	do	do	Do.
1875	do	do	do	Do.
1876	do	do	do	Do.
1877	do	do	do	Do.
1878	do	do	do	Do.
1879	do	do	do	Do.
1880	do	do	do	Do.
1881	do	do	do	Do.
1882	do	do	do	Do.
1883	do	do	do	Do.
1884	do	do	do	Do.
1885	do	do	do	Do.
1886	do	do	Edmond Souchon	Prof. S. E. Chaillé.
1887	do	do	do	Do.
1888	do	do	do	Do.
1889	do	do	do	Do.
1890	do	do	do	Do.
1891	do	do	do	Do.
1892	do	do	do	Do.
1893	do	do	do	Do.
1894	do	do	do	Do.

*Professors, instructors, and number of matriculates and graduates for every year since 1834—Continued.*

Year.	Demonstrator of anatomy.	Lecturers, etc.	Number of students.	Number of alumni.			
				M. D.	H. M. D.	M. Ph.	Total.
1835	Warren Stone		11				
1836	None		16	12	2		14
1837	do		22				8
1838	W. Wilcox		28				9
1839	None		27	7	1	1	9
1840	George Morgan		22	2			2
1841	V. A. Drouillard		26	9			9
1842	None		34	10			10
1843	J. F. Eustis		38	6			6
1844	do		65	13		1	14
1845	Y. R. LeMonnier		93	15	1		16
1846	do		100	19			19
1847	do		166	29			29
1848	do		163	30		1	31
1849	do		140	28			30
1850	do		175	35			37
1851	do		188	40			42
1852	do		186	43			44
1853	do		218	70		2	72
1854	Beard and Choppin		190	52			52
1855	do		223	54		1	55
1856	do		223	67			67
1857	Gilb. S. Vance		258	64		1	65
1858	do	J. C. P. Wedderstrandt (clinical medicine).					
1859	Chailié and Nichols	None	276	68			68
1860	do	do	333	96		1	97
1861	do	do	402	112			113
1862	do	L. M. Lawson (clinical medicine).	404	133		1	134
1863	do	None	94	32			32
1863	Total to 1862		4,119	1,063	4	17	1,084
1864	No sessions	No sessions					
1865	do	do					
1866	Chailié and Nichols	None	185	35			35
1867	do	S. E. Chailié (obstetrics)	230	71		1	72
1868	Nichols and Bickham	B. A. Pope (diseases of eye and ear).	166	44	1	2	47
1869	do	do	190	73		1	74
1870	Chas. J. Bickham	None	225	73		1	74
1871	do	do	206	69		3	72
1872	do	do	163	58		2	60
1873	Souchon and Cullen	do	178	46		5	51
1874	do	V. Grima (eye)	140	49		11	60
1875	Edm. Souchon	do	105	39		2	41
1876	Souchon and Miles	do	120	44		6	50
1877	A. B. Miles	do	128	30		5	35
1878	do	Ed Harrison (eye)	182	55		10	65
1879	do	do	147	32		18	50
1880	do	do	193	49		16	65
1881	do	do	204	41		9	50
1882	do	do	217	56		8	64
1883	do	do	212	74		8	82
1884	do	do	212	62		8	70
1885	do	S. D. Kennedy (eye)	223	64		7	71
1886	Matas and McShane	do	296	67		11	78
1887	do	(Kennedy (eye)					
1888	do	H. W. Blanc (skin)	267	57		14	71
1889	do	Kennedy and Blanc	305	73		10	83
1890	do	do	330	78		14	92
1891	do	do	373	93		10	103
1892	do	do	407	105		13	118
1893	do	do	415	96		13	109
1894	do	do	420	94		10	104
1894	do	do	377	100		11	111
1894	Total to 1894		10,905	2,890	5	246	3,141

## INSTRUCTORS AND LECTURERS.

A. L. Metz, practical pharmacy, 1887-1893; chemical and pharmaceutical laboratories, 1894.

Microscopical laboratory; E. Laplace, 1890; P. E. Archinard, 1891-1894.

Eye and ear, S. D. Kennedy, 1889-90; W. C. Ayres, 1891-92; E. W. Jones, 1893-94.

Dermatology, H. W. Blanc, 1889-1892; Isadore Dyer, 1893-94.

Physical diagnosis, L. F. Reynaud, 1891; L. F. Reynaud and H. Bayon, 1892-93; H. Bayon and H. S. Lewis, 1893-94.

Diseases of children, J. D. Bloom, 1891-1894.

Minor surgery, L. Sexton, 1892-1894.

Operative surgery, W. S. Bickham, 1894.

O. L. Pothier, assistant demonstrator, microscopical laboratory, 1894.

T. A. Quayle, assistant instructor, chemical laboratory, 1894.

## UNIVERSITY OF LOUISIANA.

The constitution of 1845 ordained:

ART. 187. An university shall be established in the city of New Orleans. It shall be composed of four faculties, to wit: one of law, one of medicine, and one of the natural sciences, and one of letters.

ART. 188. It shall be called the "University of Louisiana," and the Medical College of Louisiana, as at present organized, shall constitute the faculty of medicine.

ART. 189. The legislature shall provide by law for its further organization and government; but shall be under no obligation to contribute to the establishment or support of said university by appropriations.

The act of organization,\* with some trifling changes, was reenacted in 1855,† and is substantially embodied in the Revised Statutes of 1856 and 1870.‡

The control of the university was vested in thirteen administrators, of which body the governor, the chief justice, and the mayor of New Orleans were ex officio members, and the others were appointed by the governor, with the consent of the senate. With small changes this remained the governing body.

The first board of the University of Louisiana was composed of the following members: George Eustis, chairman; A. D. Crossman, Governor Isaac Johnson, Maunsel White, Isaac T. Preston, Levi Pierce, W. P. Hort, Preston W. Farrar, R. C. Nicholas, Isidore Labatut, M. M. Cohen, W. C. Micou. Their first meeting was held April 27, 1847. Dr. Thomas Hunt drew the charter, which was virtually embodied in the act of the legislature, presented in that body by the Hon. Preston W. Farrar. Under this act the medical department was made virtually autonomous as to all important powers and functions.

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\*Acts of 1847, p. 39.

†See acts of 1855, No. 320, p. 417.

‡See R. S. 1856, secs. 58 to 80, inclusive, pp. 203-207, inclusive; also R. S. 1870, secs. 1351 to 1374, pp. 207-271, inclusive.

## LAW DEPARTMENT.

The law department was for the first time organized, and the first law faculty was constituted as follows: Judge Henry A. Bullard, Richard Henry Wilde, Judge Theodore H. McCaleb, and Randell Hunt. Professor Wilde died in November, and was succeeded by Judge Thomas B. Monroe. Hon. Randell Hunt continued his lectures until December, 1888, holding, likewise, the post of emeritus rector of the law department after the incorporation of the University of Louisiana in Tulane University. In 1850 Christian Roselius became a professor; in 1851, Daniel Mayes; in 1854, Sidney L. Johnson; in 1855, Alfred Hennen; in 1865, Alfred Phillips; in 1869, Carleton Hunt; in 1870, Thomas Allen Clark; in 1873, Thomas J. Semmes; in 1878, William Francis Mellen. Since then Charles E. Schmidt, Henry C. Miller, James B. Eustis, and Henry Denis have also filled chairs in this department. This list includes the names of some of the ablest lawyers who have graced the bar of Louisiana, and all of them are men who have done honor to the profession. The chairs have not been remunerative, but a seat in this faculty has been esteemed as among the most coveted honors of the profession. On the reorganization of the university, a faculty, as follows, was selected:

William Francis Mellen, LL. D., dean.

Randell Hunt, LL. D., emeritus rector, professor of constitutional law, commercial law, and the law of evidence.

William Francis Mellen, LL. D., professor of common law and equity jurisprudence, and lecturer on criminal law and the law of pleading.

Henry Carleton Miller, professor of admiralty and international law.

Henry Denis, professor of civil law, and lecturer on the land laws of the United States.

Randell Hunt, LL. D., died March 22, 1892. He was greatly distinguished for his learning and eloquence, and was conspicuous as a lawyer and friend of education during his long and illustrious career. His distinction in his profession was won in litigation extending over half a century, conducted before courts of uncommon ability, and his triumphs were achieved in competition with adversaries of the highest character as jurists and advocates. He acquired by industry and the possession of great talents a national reputation as a great constitutional jurist.

His connection with the University of Louisiana, afterwards and now Tulane University, extended over the greater part of his public life. He became a professor in the law department as early as 1847, and, until forced by declining health and age to retire from the work, he lectured as professor of commercial and constitutional law and the law of evidence. He became president of the university and filled that honorable position with great energy until the reorganization as the Tulane University in 1884. His profound learning and varied accomplishments, his liberal and comprehensive views on all important questions, the weight and influence of his personal character, his earnest, persistent, and zealous advocacy of the cause of education through all phases of its development from the common school to the university, combined to give him a prominent place in



the annals of the State. At the time of his death, and for four years previous, he was emeritus rector of the law department. By his death the university lost one of its oldest friends and the State of Louisiana one of its most illustrious citizens.

Professor Mellen, who succeeded Mr. Hunt as dean, after a service of ten years, resigned on account of ill health, and soon after died. Mr. Mellen enjoyed distinction at the bar of Mississippi as a profound master of the common law, and his residence in Louisiana added to his reputation. He had oratorical gifts of a high character, and was a gentleman of sterling integrity. On his resignation a reorganization of the department became necessary, and was made as follows:

Henry Carleton Miller, dean, professor of admiralty and maritime law, international law, jurisdiction and practice of United States courts in admiralty.

Thomas J. Semmes, professor of constitutional law, common law and equity, conflict of laws, jurisdiction and practice of United States courts at law and in equity.

Henry Denis, professor of civil law, civil code, and commentaries.

Frank A. Monroe, professor of commercial law and the law of corporations.

Harry H. Hall, professor of evidence, code of practice and criminal law.

The great fountain of the jurisprudence of Louisiana is the Roman civil law. From it the provisions of the code are chiefly borrowed. In other law schools lectures are sometimes delivered on the civil law by erudite professors who have investigated it as matter of mere research, and who look at it from the outside; but here it is taught by men who are thoroughly saturated with the civil law, who are imbued with its spirit, versed in its traditions, and skilled in its methods. The common law is not, however, disregarded, but is taught by a lawyer brought up under its influences and trained in its practice.

In a memorial of the university to the constitutional convention in 1879, the following language occurs:

The creditable distinction of having kept up for a long series of years, and alone of all the schools of law in our country, a full course of scientific instruction on the subject of Roman civil law, the principles of which, drawn from the "depths of wisdom," prevail under our jurisprudence "upon the banks of the Mississippi as they once did upon the banks of the Tiber," also belongs to the department of law in the university. The early civilians who codified and consolidated the jurisprudence of Louisiana were men of profound learning and vast ability in the civil law. Through the laborious efforts of Christian Roselius and other professors of civil law, its advantages were inculcated and transmitted with signal ability. The resulting benefits in the administration of justice are too numerous to be pointed out on the present occasion. Suffice it to say, that the movement everywhere observable in favor of codification and the use of the symmetry and scientific accuracy of the civil law, simplicity in the execution of testaments, the spread from this State over the other American States of the doctrine of partnership in commendam, and the rising liberality in the general law of partnership,

are all traceable to the study of the civil law and the branches of learning with which it is allied.

In 1884 the law department had 3 professors and 12 students; in 1893-94, 5 professors and 70 students. In a word, it had risen from a period of decline and decay to a position of commanding influence.

The following extract from the report of President Johnston, made at the commencement, June 15, 1893, outlines what is regarded as the distinctive characteristics of the Tulane law department:

The number of Louisiana students is limited by the needs of the bar, and I presume we have here all the earnest students who intend to practice law in this State. But students of the Tulane law school should not be restricted to those who intend to remain in Louisiana. We have in Louisiana a system of jurisprudence, based on the civil law and different from that which prevails elsewhere in the United States, though its influence is deeply marked wherever French or Spanish domination has once obtained, as in Alabama, Florida, Texas, Arkansas, Missouri, and California. This system rests upon the rational foundation of general principles settled in a civilized age and readjusted to modern conceptions in the Code Napoleon. The common law of England has been adopted as law by the other States of the Union, leaving out Louisiana, except in so far as it had been modified by statute. But this common law originated in the customs and codes of the barbarians, and grew into a most artificial system through the most diverse and contradictory influences. In this country, with more than 40 legislatures at work to fit it to local needs and transient conditions, the boldest and most illogical changes have been introduced into it. Hence the student who masters the common law of England is a very long way off from either the statutes or practice of his State, and the same might be said if he were in Great Britain itself to-day seeking admission to the bar. In New York the divergence was begun nearly fifty years ago, and the other States have been breaking away from the fold ever since. During all this time, and for many centuries previous, the chief modifying influence has been the spirit of the civil law, acting sometimes directly, but generally under the guise of what is called equity.

Now, then, let us suppose that a student who intends to practice law in any of those common-law States desires a philosophical basis for his knowledge, a digest of principles to refer to and fall back upon in the discussion of the new questions that are continually arising. Where will he find it? Certainly not in the statutes of his State, or in the decisions which cumber the wagon train of law reports that follows the courts in their annual progress. He can only learn to look at the law as a philosophical system by studying it as a science of comparative jurisprudence. He must look at any code under which he is to practice from the outside, from the point of view of another and, if possible, a more philosophical body of law. Hence, if a young man wishes to be a great lawyer anywhere in the United States he can not do better than learn the civil law as it exists and is practiced in Louisiana, and as it is taught in Tulane University, and nowhere else. In any other State such instruction must be merely dilettante. But here the lawyers speak its language, breathe its atmosphere, and are saturated through daily use with its precedents and the principles which determine them. Hence, if students from other States would know the civil law, and they ought to, they should repair to the Tulane law school to get what they want and what can be had nowhere else.

The degree of bachelor of laws granted by the university entitles the person on whom it is conferred to admission to the bar of this State. The graduates of the school include a large number of the

most respectable practitioners of law in Louisiana, some of whom now occupy high judicial positions.

The degree of bachelor of laws is conferred on those students only who shall have attended two full courses of lectures or one full course after having pursued their studies for the term of twelve months under the direction of a respectable counselor at law or in an institution having power to confer the degree of bachelor of laws, and who shall, on examination by the professors, be found worthy of the honor. The degree was conferred on 22 persons in 1848, among them George Eustis, Henry Denis, and H. J. Leovy. Eight hundred and three persons have been graduated as bachelors of laws.

Every graduate must be 21 years of age. The only charge made is \$80 for tuition per session, which lasts about six months. Lectures are given daily.

The supreme court, the various courts of the State, the circuit court and the district courts of the United States hold their sessions in New Orleans during the whole period of the course of lectures of this department of the university. Thus, from the actual administration of justice in these courts, from the discussions at the bar and the opinions of the learned judges, as well as from the lectures of the professors of the law department of the university, students have an opportunity of becoming acquainted with the theory of foreign laws, as well as of our own laws, and of familiarizing themselves with the practice of the State and Federal courts.

The library of the State has long occupied the floor over the lecture room in the university building, devoted to the department of law. This library consists of nearly 30,000 volumes, and includes a highly valuable collection of foreign and American legal works and of law reports. During term time it is open daily from 9 a. m. to 3 p. m. and from 4 p. m. until 6 p. m. The use of the books is secured to the students free of charge, under rules established by the secretary of state.

**PROFESSORS OF THE LAW DEPARTMENT OF THE UNIVERSITY OF LOUISIANA  
(NOW TULANE UNIVERSITY OF LOUISIANA), FROM ITS ORGANIZATION IN  
1847.**

Professor of constitutional law, commercial law, and the law of evidence: Randell Hunt, LL. D., emeritus rector (1847).

Professors of civil law: Henry Adams Bullard (1847), Christian Roselius, LL. D. (1850), Thomas Jefferson Semmes (1873), Carleton Hunt, LL. D. (1879), James B. Eustis (1883), Henry Denis (1884).

Professors of common law and equity jurisprudence: Richard Henry Wilde (1847), Thomas Benton Monroe (1847), Sydney L. Johnson (1852), Alfred Hennen (1855), Thomas Allen Clarke, LL. D. (1870), William Francis Mellen, LL. D., dean (1878).

Lecturer on common law and equity jurisprudence: Daniel Mayes (1851).

Professors of admiralty and international law: Theodore Howard McCaleb, LL. D. (1847), Alfred Philips, LL. B. (1865), Carleton Hunt, LL. B. (1869), Charles E. Schmidt (1879), Henry Carleton Miller (1882).

## ACADEMIC DEPARTMENT.

The early history of the academic department affords a curious illustration of well-meaning but futile attempts to build up a college without adequate means. Distinguished men planned, excellent scholars and instructors taught, and some able and thoughtful students obtained here a part of their education; but the general result was a painful failure. Soon after the organization of the first board of administrators, at a meeting held June 1, 1847, a committee was appointed "to report on the expediency of organizing the department of letters and natural sciences, and on the means that can be commanded to that effect." Rev. Dr. Francis Lister Hawks was elected president of the University of Louisiana, and filled the position until May 1, 1849, when he removed from the State. Suggestions were at that time also made toward raising funds. The only practical outcome was a donation of \$500 by Glendy Burke and a like sum by Judah Touro, two public-spirited citizens, which were dedicated as prizes in elocution and Hebrew. The administrators taxed themselves to pay minor expenses.

The faculty was appointed by the president, Dr. Hawks, and held its first meeting in Baltimore, Md., in the month of November, 1846. There were present:

Rev. Francis L. Hawks, D. D., LL. D., president.

George C. Anthon, A. M. (Columbia College, New York), professor of Greek language and literature.

James B. Auld, A. M. (Columbia College, New York), professor of Latin and English.

Claudius W. Sears (United States Military Academy), professor of mathematics.

S. Chatron, professor of French.

The academic department was opened in the autumn of 1846 in the old medical college, corner of Common street (now Tulane avenue) and Phillipa street (now University place), while the building was being vacated by the medical department. This building was subsequently occupied by the law department until 1894.

The State legislature was then in session in the old capitol on Canal street, and failed to make an appropriation for the collegiate department. The school had opened with so much success that it was continued through 1847 by contributions from its friends. On November 23, 1847, a resolution was passed to organize a preparatory department, which seems to have gone promptly into effect. Mr. George C. Anthon was chosen principal of this school, which was supported by tuition fees, supplemented by private subscriptions. An appropri-

tion of \$3,500 had been made by the legislature for books, buildings, and apparatus, on condition that no portion of the money should be paid for salaries of professors, teachers, or officers of the university. The minutes state that \$3,839 was paid for books, furniture, and apparatus for the preparatory school. Mr. George C. Anthon resigned April 25, 1850, and was succeeded by Claudius W. Sears, who had been tutor of mathematics since 1846. Mr. Anthon was commended by the board "for ability, industry, and devotion to education." The work was continued for four years as a preparatory department by Professor Sears. In 1850, the collegiate faculty was organized by the appointment of Judge Theodore H. McCaleb, LL. D., as president; J. D. B. De Bow, M. A., professor of political economy; Richard H. Chilton, professor of mineralogy and geology; Claudius W. Sears (United States Military Academy), professor of mathematics and physics; Rev. William C. Duncan, D. D. (Columbia College, New York), professor of Greek and Latin; Mr. Marc Roux, professor of French; Hermann Kohlmeyer, Ph. D., professor of German, Hebrew, and other oriental languages, etc.; William R. Riddell, M. A., professor of chemistry; J. A. De Tornos, professor of Spanish language and literature.

In 1851-52, which is styled in the catalogue "the first annual session," 15 students are named, to 4 of whom honors were accorded. For the second annual session, 6 are graded as freshmen and 4 as sophomores. The third session, 1853-54, 13 students were enrolled. The requirements for admission to the freshman class were algebra through equations of the first degree, Cicero's Orations against Catiline, Virgil, Sallust, and Xenophon's Anabasis. The programme of studies in the college was ample in mathematics and the classics.

No record is given of the number or names of pupils in the academic department, but 24 honors were awarded to pupils in 1851-52, and 13 in 1853-54.

The total annual expense for instruction in the college was \$175, and in the academic department from \$6 to \$10 per month.

Judge McCaleb held the office of president from June 25, 1850, until his resignation, June 25, 1853.

About 1850 a small appropriation from the State was obtained, and the university building, corner Baronne and Common streets, was erected, and the whole property inclosed by an iron fence.

From this time on the institution led a struggling and precarious existence. The instructors were men of merit, but the circumstances were unpropitious. Still, the grade of scholarship was respectable, and its students filled honorable positions, both in the army and navy of the Confederate States, and many are now found among our most respected citizens.

On April 12, 1855, record is made of a communication from C. W. Sears, principal of academic department and dean of collegiate

department, which were then declared to be identical by the board. In the meantime, a large part of the university buildings was put under lease, and again sublet as ice-cream saloons and club rooms, with music, dancing, beer, and wine, and for other inappropriate purposes. This state of things was not remedied until it became an intolerable nuisance, and, in great measure, destroyed the reputation and value of the school. On September 15, 1855, "nothing was done, except by way of informal conversation, as to organization of collegiate department;" and September 27, "nothing done except presentation of project of law to establish the university." An organization was made that winter, with Mr. Sears as dean and professor of mathematics; Mr. J. D. B. De Bow, professor of commerce; Mr. Clutton, geology; Mr. Kohlmeyer, Hebrew and German, and W. P. Riddell, chemistry.

A new board entered upon their duties April 24, 1856. December 23, 1856, L. Duffau was chosen principal of the grammar school and professor of moral science; J. J. Gentil, professor of French, and W. H. Peck, professor of belles-lettres.

All appointments of professors and officers in college and high school were revoked on April 14, 1857, to take effect June 1, 1857; and the east and west wings of the building were leased to Messrs. Sears and Duffau, to be conducted as a private enterprise, under the general supervision and patronage of the board. About 110 pupils were in attendance during the following session; in 1859, 119 were enrolled. February 15, 1860, the lease to Sears and Duffau was rescinded. In a report to the legislature, the board states, "The collegiate department has not prospered. The scholars number 40. In the grammar school there are only 100, owing to the want of resources and not having been favored with any appropriations by your honorable bodies." Reciting the lease to private parties, it adds:

These gentlemen have not met with success, and the objects for which the arrangement was entered into with them are far from being attained. In justice to Mr. Sears, we will observe that he is a highly competent and attentive teacher and richly deserves the reputation he enjoys.

The institution closed in 1860, and, the war intervening, no efforts were made from this time for ten years to sustain an academic department.

Dr. Thomas Hunt, of the medical department, was unanimously elected president of the university, March 2, 1866. He died March 23, 1867. In the announcement of his death, the following minute was made by the board:

The administrators have reason to deplore the loss of an able, learned, and efficient officer. Cut off in the maturity of a large experience and in the full vigor of his intellect, the cause of learning has been deprived of one of its most able supporters, and the department of medicine of one of its brightest ornaments.

Dr. Hunt's services for thirty-three years in the establishment of both

the medical and the law departments were very great, and his influence on the career of the university, extending over so long a period, impressed itself upon the institution. His brother, Hon. Randell Hunt, was elected April 30, 1867, to succeed him as president, which office he held until the University of Louisiana was merged in Tulane University, in July, 1884.

#### REORGANIZATION.

After the restoration of civil government in Louisiana in 1876, Governor Francis T. Nicholls appointed the following board of administrators: Judge John H. Kennard, president; Judge N. H. Rightor, W. E. Seymour, Alfred Moulton, E. F. Lavillebeuvre, Thomas A. Adams, D. C. Labatt; John B. Lafitte, treasurer. The ex-officio members were Governor Nicholls, Chief Justice Manning, and Isaac W. Patton, mayor of New Orleans.

In 1878 the board of administrators, by virtue of the authority vested in it, determined to put into operation again the academic department, so long contemplated. It was organized, and on November 4, 1878, was opened with R. H. Jesse as dean and professor of Latin and Greek and of English literature; J. L. Cross, professor of mathematics and natural sciences; M. P. Julian, professor of French and French literature, and R. B. Montgomery, professor of penmanship and commercial course. In the words of the first catalogue, "There is no curriculum, or prescribed course of study." All the schools were divided into three classes, junior, intermediate, and senior, except the schools of Latin and Greek, which had four classes. Sixty students were matriculated during the year.

The board memorialized the constitutional convention of 1879, and, through its action, aid was given for the first time to the academic department.

The constitution of 1879 contained the following provision:

#### CONCERNING A STATE UNIVERSITY.

ART. 320. The University of Louisiana, as at present established and located at New Orleans, is hereby recognized in its three departments, to wit: The law, the medical, and the academical departments, to be governed and controlled by appropriate faculties.

The general assembly shall, from time to time, make such provision for the proper government, maintenance, and support of said State University of Louisiana, and all the departments thereof, as the public necessities and well being of the people of the State of Louisiana may require, not to exceed \$10,000 annually.

Under this provision the legislature made an annual grant of \$10,000 each year until 1884, \$50,000 in all, when it was relieved from this obligation by its contract with the administrators of the Tulane Educational Fund.

During the next two sessions Brown Ayres was appointed professor of physics, mechanics, and chemistry; Robert Sharp, of Greek and English; J. Hanno Deiler, of German, and Alcée Fortier, of French,

and a high school was organized with 6 instructors. During the second session 88 students were admitted to the academic department and 89 to the high school. The institution continued to improve in its facilities for teaching and in the scope and quality of its instruction, in its standard of admission, and in its general usefulness until its absorption into Tulane University in July, 1884; but it was sadly hampered by a lack of means during the whole period of its existence. The east wing of the university buildings, which had since been used as a high school, and which had been occupied by the medical department, and from 1874 to 1877 by the Agricultural and Mechanical College, was restored to the academic department, to which it was originally dedicated. This department had also secured, through the beneficence of Mr. Tulane, for the sum of \$20,000, the valuable building now known as Tulane Hall. This had been erected as a Mechanics' Institute, at a cost of \$83,000, and after various vicissitudes as a State building this finally became the property of the university. Mr. Charles T. Howard donated \$1,000 to start a chemical laboratory. The city also transferred to the university the control of the Fisk Free Library. This library itself nominally contained about 8,000 volumes, but these were in every stage of neglect, dirt, and decay. With it, however, came a small fund yielding about \$2,500 of annual income, sufficient for the gradual growth of a popular free reading room, which has since proved of great benefit to the university and to the general public. An annual grant of \$10,000 was secured from the State during five years of the existence of the academic department. In its sixth session its faculty, including high-school instructors, numbered 14 professors and assistants, with 76 students in the academic department and 126 in the high school. During its entire existence Prof. R. H. Jesse was the dean of the faculty and exhibited untiring energy in his devotion to its interests.

The University of Louisiana owed much of its success to Judge John H. Kennard, who continued as president of the board of administrators during the six sessions of its career. For his intelligent labors in its behalf he will be remembered as one of the benefactors of the university.

PAUL TULANE.

But the time had now arrived when the apathy, the opposition even, of a public unacquainted with the benign influences of the best phases of education was to be compensated by the intelligent generosity of one large-hearted citizen. The donation by Paul Tulane in 1882, for the higher education of the white youth of Louisiana, is an epoch in the history of the State. But before entering upon this branch of our subject, a brief sketch of the man himself may prove interesting, for there is a very close connection between any great enterprise and the personality of its projector, and Tulane University rests upon the bounty of one of the most humane of men.



Paul Tulane, the founder of Tulane University, was of honorable extraction. Both his grandfather and great-grandfather held the office of probate judge at Tours, in France, a post which remained in his family more than 150 years. His father, Louis Tulane, was born at Lille, France, in 1767, and while still young emigrated to Santo Domingo with a brother-in-law, a wealthy planter of that island, who owned more than 2,000 slaves. Mr. Tulane there engaged in the lumber business with Philadelphia, in which he prospered. In the insurrection of the slaves, his brother-in-law's family was entirely exterminated and every vestige of their property destroyed. Mr. Tulane and his wife escaped from the island in an open boat, to find a home in 1791 in the United States. In 1792 he settled at Cherry Valley, near Princeton, N. J., and in 1799 bought there the homestead of Pierre Antoine Malou, a distinguished Belgian exile. In this picturesque mansion Paul Tulane was born May 10, 1801; and, long years after, it was his summer residence, until he bought the handsome house of Governor Stockton at Princeton, when the old domicile was torn down. Louis Tulane died in 1847, aged 80. He left five children, Louis, Victor, Paul, Gershom, and Florentine. Paul Tulane's mother, to whose memory he was tenderly attached, died in 1813.

Mr. Tulane said that he was the first of his family who was uneducated, but that it was his own fault, due to his strong bent toward business. He had an elementary education at the private school of Mr. Bull at Princeton and in the Somerville Academy. But when he was 15 years old his father yielded to his solicitations and allowed him to enter the store of Thomas White at Princeton. In 1818 Mr. Paul Tulane, probate judge of Tours, in France, a nephew of Louis Tulane, came to the United States to travel for his health. He was a man of fortune, learning, and position, and made a journey through the Southern States with every convenience of outfit—wagons, riding horses, and servants. He took his young cousin Paul as his traveling companion. Bearing letters of introduction, he became the guest of many honored and hospitable households, visiting General Jackson at the Hermitage and Mr. Clay at Lexington, Ky. His travels continued through three years, so that his young kinsman had the benefit of varied instruction in social intercourse and of close contact with a cultivated mind, such as is rarely obtained in youth. Desultory though this education was, it was reflected throughout his life in a quiet and simple dignity of bearing and a decorous affability which, despite a somewhat quick temper, never deserted him. Mr. Tulane's visit to General Jackson made a deep impression upon him and fixed his political convictions, so that throughout his long life he was not only a consistent but an ardent Jacksonian Democrat.

While sojourning at Nashville Mr. Tulane, hearing that the first steamboat was soon to arrive from New Orleans at Louisville, Ky., obtained his cousin's permission and rode to that city on horseback to

meet it. When it reached Shippingport, to use his own expression, "My foot was the first on the gangway and deck of the boat." Curiously enough, one of the things that most attracted his attention on this boat was the presence of certain Creole planters from Louisiana, bringing their sons to place them at St. Joseph's College, Bardstown, Ky., and Transylvania University, at Lexington. He said, "It seemed a strange thing to me, and I remembered it; and I had not lived long in Louisiana before I thought I would like to see a good college built there where the boys could be educated at home." This probably was the origin of that great purpose which grew and developed until it found its expression in his endowment of Tulane University.

In November, 1822, Mr. Tulane went to New Orleans. The yellow fever was then raging, and the city was deserted. But it illustrated the fearlessness of his character that he should select that particular time, "Because," as he said, "it was easier to secure a place there when so many clerkships were vacant from death or abandonment." There was not much to do, and he wandered about the wharves and auction stores for amusement. Cargoes of vessels, abandoned by their captains and crews, were put up at auction under orders to sell, and the goods often went low. Seeing a large lot of soap, worth, as he thought, 8 or 9 cents per pound, going for almost nothing, he bid 2 cents a pound for it, to the extent of \$150. The auctioneer asked him why he did not buy it all. On his reply that he had no more money, the auctioneer told him to take the whole lot, and he would see him protected. He made the bid, deposited his margin, and a few days after the auctioneer resold the goods, thus securing double commissions, and handed him \$900 as his profit.

Mr. Tulane soon established a business for the sale of general supplies to planters and country merchants, in which he was very successful. The Indians of north Mississippi and Alabama, whom he had visited in his tour in 1819, were among his most profitable customers. Mr. Tulane, early in his mercantile career, rode on horseback from Princeton to New Orleans, via Louisville, Ky., and, as he told his friend, Mr. Strong, "the soles of his boots were worn away by the stirrups." At this time he established the house of Paul Tulane & Co., doing business on Canal street between Chartres and Decatur, with a branch in New York known as Tulane, Baldwin & Co. He frequently made trips to the Indian country. The chief, Leflore, was very friendly to him and dealt largely with him. On a visit to New Orleans with a good many of his people, the squaws were much pleased with some sidesaddles exhibited by Mr. Tulane. The chief said he would take the lot, some forty in number. Mr. Tulane requested that he would allow him to reserve a few in stock, but Leflore said he must have all or none. Then, "to bluff him," Mr. Tulane fixed the price at \$18 apiece, but the chief took them all, though their prime cost was but \$6—but those were days of large profits.

Mr. Tulane mentioned that he had once bought a large quantity of very fine wet blankets at the port warden's sale and dried them in Congo Square, after which he sold them at an enormous profit. He would say, "That was the best day's work I ever did."

Though he showed great activity in visiting the East on business, New Orleans was the center of his interest, and he boasted that he had eaten 51 Fourth of July dinners there. Nothing incensed him so much as any reflection on the health of that city, even before epidemics had become rare visitations. For the last thirty years of his business career, he occupied the house at No. 16 Chartres street as a clothing store. By the exercise of industry, integrity, and sound judgment, he soon laid the foundation of a handsome fortune, and, still better, of a good name. Pleasant in his manners, strictly honorable in his dealings, and prudent in his business, he made large gains and few losses. His life was quiet and unostentatious, and his habits simple, so that his fortune grew rapidly. His benefactions were large, and in his charities he knew no creed. He gave with a liberal hand to all worthy objects, and especially to educational purposes. But he shunned notoriety, and the great world knew little of his good deeds. He was well known in business circles as a trustworthy and judicious merchant, but he neither sought nor found any public recognition of his great worth. He was prompt in the payment of his debts, and never had a piece of his paper protested.

In 1840 he estimated his wealth at a quarter of a million dollars, and took the first real vacation in his business career in order to visit his father, who was then residing, an old man, in France. His father asked him to take a little journey with him down the Loire, which they did in a barge, traveling during the day and tying up to the bank at night. Mr. Tulane said he was more struck by the desolation of Nantes and Bordeaux than by anything else. "I saw," said he, "the gates of warehouses hanging by one hinge, and a cobbler patching old shoes in the room of a noble mansion—almost a palace." He continued, "when that journey was over, I asked my father why he had selected a route so sad in many of its aspects." "For a purpose, my son," he replied. "Nantes and Bordeaux were built up by the West India trade. The abolition of slavery has destroyed them. You will see New Orleans, which, like them, is dependent on slave labor, in like circumstances. When you go home, look to it that you do not risk all your fortune there." Mr. Tulane was much struck by these prophetic words, and, shortly after his return to America, began gradually to transfer a portion of his rapidly accumulating wealth to New Jersey, though not to the detriment of his New Orleans estate. This brought a rental of nearly \$60,000 in 1861, and, even, after the depreciation of the war and reconstruction, realized a rental of \$36,000 in 1882. This rental evinces the singular foresight with which his *investments* were made, as scarcely any other large estate in New

Orleans had sustained so well the chances and changes of the past quarter of a century. But though Mr. Tulane secured a large estate in the North in addition to his New Orleans property, he estimated his losses during the war at \$1,200,000. He was a strong sympathizer with the South and the Southern cause, thoroughly identifying himself with its people.

In 1860 he bought the handsome Stockton mansion, with 34 acres of ground, in Princeton, N. J., and in 1873 this became his permanent home. The management of his large estate and the indulgence of a taste for farming gave him ample occupation. Mr. Tulane never married, and his life was very solitary. His habits were quite plain and simple; to himself he was even austere; but he welcomed friends with a cheery hospitality, and his hand was open to every good work. He gave, it is said, as much as \$30,000 to the Presbyterian Church and other benevolent objects at Princeton, and yearly made a distribution of a considerable sum to almost every charity in New Orleans. But he resented any public notice of his benefactions. He was generous to his kinsfolk, and, indeed, to all who had any claim upon him, and to many who had none. He told the present writer that, from the close of the war to the time of endowing Tulane University, his gifts made for the education of young men and women averaged \$15,000 per annum. During this time his personal expenditure probably did not exceed \$5,000 a year, if it was that much. He meditated long and carefully on how best to bestow the great benefaction he intended for New Orleans.

Mr. Strong, his friend and agent, used to tell a little anecdote illustrative of the kindness of Mr. Tulane's nature. He had written Mr. Tulane that the second story veranda floor of a very old and dilapidated building must be renewed. The reply was that the rent did not justify any repairs and it was better to tear away the veranda altogether. Several letters passed, principal and agent being each tenacious of his opinion, until Mr. Strong advanced a final argument. He wrote that the second story was occupied by a woman with a number of small children, who were accustomed to play upon the veranda. "The windows open to the floor," he wrote, "and if the floor is taken away some of the children may go out there and get hurt." Mr. Tulane's reply was, "From the way you put it, perhaps you are right. Repair the veranda floor."

#### PAUL TULANE'S DONATION.

The history of his donation to Tulane University is as follows, as given by the Hon. Randall L. Gibson, president of the board of administrators of the Tulane educational fund:

On March 3, 1881, Mr. George O. Vanderbilt, private secretary to Mr. Tulane, accompanied by Senator Theodore Randolph, of New Jersey, who was formerly a resident of Vicksburg, called upon me in the House of Representatives. Mr. Vanderbilt said that he had come to Washington on behalf of Mr. Tulane to bear an

invitation to me to visit him at Princeton. He did not know for what purpose Mr. Tulane desired to hold the interview, but imagined that it had something to do with education in Louisiana. It was not until April 18 that engagements in Washington and Louisiana permitted me to visit Princeton. Upon presenting myself Mr. Tulane observed that my father had been his esteemed friend in early times in Louisiana, and that my father-in-law, Mr. R. W. Montgomery, had been the best friend he had ever had. He invited me into the library and told me he desired to do something for the education of the youth of Louisiana. Taking from his drawer a list of properties in New Orleans, he said: "I desire to leave this property to you, to be devoted to education in Louisiana." I replied that I could not consent to accept a bequest, as the relations between us did not justify such a trust, and it might be embarrassing, especially as I was in public life. Mr. Tulane observed that he would as willingly give me the property as to will it for this purpose. Thereupon I said that I would accept the trust. The next day I sailed for Europe, and while at Carlsbad, Germany, projected a plan by which the donation was to be put into effect. This plan was submitted to Mr. Tulane, and met his approval. Accompanying this plan was a letter, which, with some additions, was accepted by Mr. Tulane. It was not until November 30, 1881, that the plan and paper were sent to Dr. T. G. Richardson, with the request that he would call into consultation Judge Charles E. Fenner, Judge E. D. White, and Mr. James McConnell, who had been designated as administrators by Mr. Tulane, and put the whole matter into shape according to the laws of Louisiana. Their advice was also desired in the selection of additional administrators and for the execution of the trust.

The following is a copy of the letter of Mr. Paul Tulane donating his property in New Orleans to education:

PRINCETON, May 2, 1882.

Messrs. RANDALL L. GIBSON, CHAS. E. FENNER, JAMES MCCONNELL, T. G. RICHARDSON, M. D., EDWARD D. WHITE, E. H. FARRAR, P. N. STRONG, B. M. PALMER, D. D., HUGH MILLER THOMPSON, D. D., CHAS. A. WHITNEY, SAM'L H. KENNEDY, WALTER R. STAUFFER, CARTWRIGHT EUSTIS, HENRY GINDER, JOHN T. HARDIE, R. M. WALMSLEY, and WM. O. ROGERS.

GENTLEMEN: A resident of New Orleans for many years of my active life, having formed many friendships and associations dear to me, and deeply sympathizing with its people in whatever misfortunes or disasters may have befallen them, as well as being sincerely desirous of contributing to their moral and intellectual welfare, I do hereby express to you my intention to donate to you by an act of donation *inter vivos* all the real estate I own and am possessed of in the said city of New Orleans, State of Louisiana, for the promotion and encouragement of intellectual, moral, and industrial education among the white young persons in the city of New Orleans, State of Louisiana, and for the advancement of learning and letters, the arts and sciences therein, my intention being that the benefits shall be applied and expended in the city of New Orleans.

By the term education I mean to foster such a course of intellectual development as shall be useful and of solid worth, and not merely ornamental or superficial. I mean you should adopt the course which, as wise and good men, would commend itself to you as being conducive to immediate practical benefit, rather than theoretical possible advantage. I wish you to establish or foster institutions of a higher grade of learning, where the young persons to be benefited shall, upon due examination, be found competent and qualified for admission, both by age and previous training, to receive the benefits of a more advanced degree of educational culture.

Intellectual advancement should be unfettered by sectarianism, but the profound reverence I entertain for the Holy Scriptures leads me to express here the

hope that the educational development intended by this gift should never antagonize, but be in harmony with, the great fundamental principles of Christian truth contained in them.

I express to you now my formal intentions in order to suggest to you the advisability, should you determine to aid me in my purposes, that you should take such steps as may be necessary under the laws of Louisiana to enable you to accept the donation when made, thus giving me the assurance that my purpose, when executed, will be carried out with fidelity and be rich in bountiful results.

The fact that property donated for educational purposes is at this time liable to taxation in the State of Louisiana, has occasioned me much embarrassment, as I should like to feel that the citizens of that State, who are to be the beneficiaries of this donation, should enjoy its advantages to the full measure of the value of the property donated. There are other States whose laws do not, by taxation, repel such gifts in aid of education, whose wise example, I am assured, will be followed by the State of Louisiana and the city of New Orleans in this instance; and I earnestly urge that you make immediate effort to secure the exemption of this property from taxation, and be constant in so doing until your efforts are successful.

The character of the property donated is to remain unchanged. It can not be mortgaged, and it can not be sold nor encumbered in any way, except at the end of not less than fifty years, as hereinafter stated. Mortgaging it or selling it, and the investment of the proceeds in stocks, bonds, or other securities, might and probably would lead to disaster, owing to the uncertain and fluctuating nature of the value of securities of every description. On the other hand, the real estate, the title to which I intend to donate to you, is well located and can not fail to increase in value as the city shall become prosperous. You must keep the property well insured in solvent offices and in good repair, so that the best rental possible may be realized.

The plans and details of any organization, corporate or otherwise, must of necessity be left to your own judgment; but I desire to communicate to you my wishes in such manner as to enable you more fully to enter into the motives which impel me, thereby enabling you completely to enter into my thoughts and purposes.

Of course, whatever I may determine to donate to you, should you conclude to organize, will be (while leaving you the absolute owners of the property) with the object of enabling you in your discretion to use the revenues for the purposes already by me mentioned.

I suggest and recommend: (1) That in your organization, whatever form it may assume, my friend, Gen. Randall Lee Gibson, be your chairman or president, and that Judge Chas. E. Fenner and James McConnell may be vice-presidents or vice-chairmen. (2) That you provide for the filling of any vacancies in your number by death, resignation, or otherwise, by election. (3) That while my desire is that you shall continue my purpose for more than fifty years, nevertheless I would consider it no violation of those wishes should you, when organized, determine, after fifty years, no longer to perform the duties incident to the ownership of this property which I may donate, and the income of which I have expressed the desire that you administer as aforesaid. In that event I suggest that you distribute the property, or the proceeds from the sale thereof, among such educational or literary institutions, or for such educational purposes as you may determine, in the city of New Orleans, as are contemplated by this donation. (4) In order that there shall be no doubt in regard to my intentions I will say it is not my desire to bind you to distribute the incomes or benefits of the fund or property to any particular school, college, or institution of learning, or to create any claim on the part of any school, college, or institution of learning to any distributive share; nor do I design to subject you collectively or individually to any responsibility to those

intended to be benefited, or to any individual responsibility of any sort for the management of the property and fund which may be by me donated.

I have entire confidence that you will carry out with wisdom, equity, and fidelity my expressed suggestions. It would be personally agreeable to me if you would retain the services of Mr. P. N. Strong, of New Orleans.

In order to prevent misapprehension, I desire to say you should, of course, make such disbursement as you may deem it fair to expend in the employment of any necessary agents or otherwise, and especially to keep the property well insured and in a proper state of repair.

With devout gratitude to our Heavenly Father for enabling us to form these plans, and invoking His divine blessing upon you and your counsels, and upon the good work proposed among the present and future generation of our beloved Crescent City,

I remain, with great respect, your friend and humble servant,

PAUL TULANE.

Mr. Tulane's first donation of his real estate was valued at about \$363,000. He subsequently made other donations, until the amount given by him aggregated \$1,050,000, yielding an annual revenue of about \$75,000. It was his expressed intention to add largely to this sum, but as he died without a will these intentions were never carried out.

Mr. Tulane died March 23, 1887, having nearly reached the age of 86 years, and was buried at Princeton, N. J. He retained a good deal of vigor and activity until a short time before his death, though he suffered the usual penalty of longevity in the decay of his physical powers. His mind, however, was unimpaired and his memory excellent. He was rather short and heavily built, with strongly marked features, in which decision, shrewdness, and benevolence were duly blended. The people of New Orleans and the State of Louisiana paid to his memory extraordinary honors. These were the spontaneous tribute of gratitude to one whom Senator Gibson characterized as "the best friend Louisiana ever had." His active brain and large, warm heart are at rest, but by the people he had benefited his name and memory are honored and cherished with a peculiar and personal tenderness and reverence that testified to his worth.

Mr. Tulane evinced a rare wisdom, not only in the purpose, but in the form, of his donation. He designated clearly its objects, and with fewest possible restrictions left the rest to his administrators. What he had at heart was the higher education of the white youth of Louisiana, and his gifts for this purpose were limited only by conditions so broad and liberal that they enlarged instead of restricting the scope of its usefulness. He did not attempt to impress his personality upon his endowment. He was a man of great self-reliance in all matters of business, but his modesty—it might be said his humility—in the disposition to be made of his bounty was touching. Indeed, he objected seriously and strenuously at first to the use of his own name in the title of the institution he proposed to found. He suggested La Salle, De Soto, Bienville, etc., as more appropriate; and it was only

after serious argument that General Gibson won his consent, pointing his remarks by a pleasantry that those heroes were, like Cortez and Pizarro, adventurers, and that "Tulane was as pretty a name as any," to which its wearer assented.

Mr. Tulane felt that the success of his enterprise depended on the wisdom of his board. He had a keen insight into character and fifty years' experience of the people of New Orleans. He selected his administrators with great care and with singular judgment. He valued most of all prudence and integrity; and, unbiased by personal or sectarian prejudice, he chose eminent and representative citizens, distinguished for ability, discretion, and virtue. But while he was aware perfectly of his own limitations, he justly prided himself upon his knowledge of men and affairs in a field on which he felt a perfect mastery. He appointed his administrators, and left the details entirely in their hands. That he was justified in his confidence is best evinced by the regard constantly shown by the board to what it has conceived to be the wish of the founder, even when tacit. Two or three broad principles he laid down, and they have served as a fundamental law in the work which has been done. Fortunately, Mr. Tulane lived long enough to set the seal of his approbation upon its plan and execution.

The donation was made for the higher education of the white youth of Louisiana, and Mr. Tulane, with the traditions of Princeton before him from his earliest infancy, and with a profound respect for professional and political distinction, had in mind as his ideal first of all a university. But he had no wish to glorify himself, and he was aware of the necessity of adjusting every scheme to existing conditions and thoroughly practical considerations; so that, as each step taken was submitted to him and received his sanction, he accepted the entire work of organization as a full and proper expression of his own aspirations and designs. He did not live to carry these out, and it will be reserved to other friendly and benevolent hands to finish the work he began.

#### ORGANIZATION OF TULANE UNIVERSITY.

Mr. Tulane's first gift was made, as has been seen, May 2, 1882, but the board, wishing to mature its plans with due deliberation, took no definite steps until January, 1883, when Col. William Preston Johnston was selected as president of the proposed institution of learning, with directions to formulate a policy for the administration of the trust. Colonel Johnston resigned the presidency of the Louisiana State University and Agricultural and Mechanical College at Baton Rouge to accept the position tendered him, and as soon as it was fully decided to use the fund in the establishment of an institution of learning in New Orleans he entered upon the preliminary steps for the foundation of a university.



When the administrators of the Tulane educational fund had determined on the establishment of a university in New Orleans as the best use of Mr. Tulane's donation, many practical questions arose as to the form it should take, its scope, its organization, and its methods. The words of his gift required the new institution to be for the higher education, to be practical in its tendency, and to be Christian, but nonsectarian, in its educational development.

#### THE THEORY OF A UNIVERSITY ADOPTED.

Mr. Tulane had in mind a university, and one of comprehensive scope. He contemplated, to use his own words, an institution of "a higher grade of learning," where the young would "receive the benefits of a more advanced grade of culture;" but he added to his administrators: "The plans and details of any organization, corporate or otherwise, must of necessity be left to your own judgment." He gave but few instructions, and these of general character, but they are explicit and final. On one point he lays a peculiar emphasis in his act of donation. This is that the educational development of his university should be "unfettered by sectarianism," but "should never antagonize but be in harmony with the great fundamental principles of Christian truth," "contained in the Holy Scriptures." In a country whose institutions are based upon the freedom of man, in which religious liberty is a fundamental principle and constitutional provision, unsectarian education should seem a logical sequence—a foregone conclusion. Among a people whose ancestry have for fourteen centuries advanced in humanity, power, wealth, and numbers, in civilization and all it implies, under the inspiring influences of Christian teachings, of Christian forms, and most of all of the Christian spirit, who but a cynic and a misanthrope would complain of a requirement that our educational development should be in harmony with the great fundamental principles of Christian truth? Hence we rejoice in the belief that we "have been called unto liberty," and that we "stand fast in that liberty wherewith Christ hath made us free."

The surest bond of society and the strongest safeguards of law are not those of force, but of morality. While Tulane University, therefore, does not deny or undervalue doctrinal theology, it leaves it to the churches and theological seminaries to teach and enforce. But it accepts the morality of Christendom as we accept the air we breathe. It is our atmosphere, and without it there is no vitality in society. This morality, this code of ethics—the law written for Moses upon the tables of stone and that golden rule from the lips of the Master which caps the spire of human virtue and aspiration—this morality is the form and spirit in which the soul of the teacher should influence the soul of the pupil. Jew and Gentile, Roman Catholic, Protestant, and infidel alike admit it as the standard of human conduct. It is

our purpose to see that this Christian morality, the common heritage of man, shall pervade our teachings, not as a dry list of rules, but as the vital air itself, to inspire and exalt the life of all, both teachers and pupils. If the teacher can engrave this morality on the heart of his pupil, he has done his full duty as a servant of God.

Hence the administrators of Tulane University based their work upon the idea of nonsectarian, but Christian, influence. That wise and good man, President Noah Porter, has said, "So far as the college is true to the lessons of science and culture, so far will it be anti-sectarian in its teachings and its spirit." These teachings and this spirit should be as broad and as sweet as Christian charity.

Mr. Tulane dedicated his fund to higher education, but neither in his own view nor in that of his administrators was this expression to be accepted in any narrow or restricted sense. Higher education embraced the highest education in its potentiality at least. But a university only could offer this. What such a university may embrace and what it should embrace was the question. What should be its departments and in what grades of instruction should it concern itself? The answer was governed partly by practical, partly by theoretical, considerations. The professional departments of law, of medicine, and of philosophy were matter of course. The Tulane administrators, however, determined to place beneath these, as a sub-structure, a college and, preparatory to that, whatever agencies might be deemed necessary to secure adequate scholarly training, such as an academy or high school. The justification of this procedure depended partly upon the condition of things in Louisiana and partly upon a theoretical consideration of the essential unity of education. The high school, the college, and the university present consecutive phases of development and instruction. One law governs all, conformity to nature in the evolution of the child and man into the highest manhood. Education is a continuous process. It is integral. It begins with birth, it ends with death. It is the development of an individual who preserves his identity. The question, so far as his school training is concerned, is one of expediency, as to whether this shall be committed to one agency or to many agencies; whether he shall be carried forward under a system harmoniously adjusted in all its parts from first to last or shall be subjected to irregular and often capricious changes of method and discipline.

In the German system, the high school and college are united in one institution, the Gymnasium, or the Real-Schule, from which the student is promoted to the freedom of the university. This scheme of education is logical in combining both the disciplinary stages of instruction in a single institution. In America more regard has been paid to practical considerations than to logical fitness; so that in New England the high schools are often, in fact, colleges, and in the West the colleges are frequently mere high schools, while universities

everywhere are complex organizations, performing the functions of both college and university without any rational differentiation.

In framing a new and true theory of university organization, while theoretical perfection was kept in view, regard had also to be paid to exterior conditions—to existing educational arrangements, the state of society, and the immediate prospects of the institution.

#### ABSORPTION OF UNIVERSITY OF LOUISIANA.

While such, then, were the fundamental ideas adopted by the administrators of the Tulane educational fund, they were also moved by certain practical considerations arising out of the condition of education in Louisiana and its existing agencies. It has been seen in the course of this narrative that there was already in the city of New Orleans the skeleton of a university, which was even then struggling under unpropitious circumstances to advance the interests of education. The alternative was presented of establishing a new and rival institution, which by its superior wealth and power might eventually sap and destroy this institution, or of assuming control and support of the University of Louisiana, and, by expansion, improvement, and development, building up a great university in accordance with the requirements of a progressive civilization and the standards of modern thought. The board determined on the latter course and, by a contract with the State, devoted its income to this purpose, and in consideration thereof received the administration of the existing university in perpetuity. The name was changed to the Tulane University of Louisiana, and three ex officio members were added to the board, the governor, the superintendent of public education, and the mayor of New Orleans.

The university granted a scholarship covering free tuition to each senatorial and legislative district of the general assembly, and remitted its claim to the annual appropriation of \$10,000 from the State provided for in the constitution. On the other hand, exemption from taxation on its property resulted to the university from its legal status as a State institution. This contract with the State was made by virtue of act No. 43 of the general assembly, approved July 5, 1884, and ratified and approved at a general election held on April 17, 1888. This amendment was passed with little opposition and by an immense popular majority, evincing the public confidence in the administration of Tulane University since its organization. The Tulane board took possession of the University of Louisiana in August, 1884, and in the following October the institution opened under the new auspices.

The acquisition of the university, with its property, franchises, and precedents, limited to some extent the freedom of the board in its immediate action. While legally capable of treating the organization of the existing institution as practically a tabula rasa, every consideration of policy and good feeling indicated that a course exactly

the contrary should be adopted. It was determined to employ it as the foundation of the new university and to preserve whatever could be preserved without detriment to the future welfare of the institution. Accordingly, there was no interference with the law and medical departments, except to give them such pecuniary aid as seemed necessary as the occasion arose. With the academic department, however, the case was different. It had enjoyed a brief existence of barely six sessions, and was struggling along under all the embarrassments that harass poverty linked with aspiration. It had done excellent work with the means at its command, but it was still very narrow in its line of development. It had been organized on the plan of the University of Virginia, with a purely elective system. R. H. Jesse, professor of Latin, was dean of the faculty, and there were 6 professors: (1) Mathematics; (2) physics, astronomy, and chemistry; (3) Greek and English; (4) German; (5) French; (6) Spanish; with 7 assistants in the high school. There were in attendance in the academical department 76 students, and in the high school 126. On taking this institution in charge the administrators considerably and, as the event proved, wisely reelected all the faculty of instruction, professors and assistants; but the entire scheme of instruction was remodeled on widely different lines.

#### WHAT IS HIGHER EDUCATION?

The first questions which presented themselves were, "What is the higher education?" and "What are the best agencies and methods a university can employ for advancing it in Louisiana?" Our process of development, beginning with the broadest conception of the nature and purpose of education, was to regard each of its limitations, excluding the unattainable, until a practical system suited to existing conditions was clearly defined. Education of what? Of man. And what is man? Body, mind, soul; but not body *and* mind *and* soul, as is so often erroneously stated. The whole man is one, and these pervading substances are not parts of him, but constitute his organism. He is not, as the Buddhist says, a vase, containing an ethereal perfume, or, more transcendently stated, including a part of space we call the soul. This is a false analogy, for vase, perfume, and space are one, integral, individual, personal—man. We can not separate spirit and matter in our thinking of man. Orthodox theology points to a spiritual body. Man is not a series of organs, functions, and faculties, however we may analyze and index him. In mind, soul, and body there is a divine or psychic unity. Biological science threads its narrowing path along muscle and nerve to certain central cells, but there it finds the door shut and the problem of life insoluble still. On the other hand, the mysticism that would obliterate matter is met by the hard facts of consciousness. Man is one, and in dealing with him, whether we talk about mind, soul, or body, we must not forget *this fundamental truth*. It is the *man* we are to educate, and

whatever does not, on the whole, help the man is not good education, however plausibly it may claim to train his body, or his mind, or his soul. If his gymnastics are making him a prize fighter instead of a Christian athlete, they hurt instead of helping him. If his studies are exhausting his physical vigor or sapping his moral foundations, they are a curse to him. If his religious fervor or apathy, or his moral scrupulosity or laxity, is warping his intellect or perverting his ideas of bodily regimen, making of him a dervish or a voluptuary, there is something wrong in his ethics. Thus, then, education is for man in the integrity of his nature—for the whole man.

Education, from its foundation in the schoolhouse to its culmination in the university, is intended to train and enlighten a man. But how? By illuminating his mind with knowledge and by training him to a self-activity which can grasp all its forms available for his work in life so as to use them efficiently. Of course, as reasonable beings, we are bound to recognize the limitations upon the individual and to concede that the best education of the best man can only approximate this ideal. But, admitting this, as our object is not mechanically to make a mere cog for the great wheel of society, but to round out a human being to the possibilities of his nature, be they greater or less, we must, in the training imposed upon him, regard every faculty and function, coordinating them justly though not equally for the work before him in life. As knowledge and, in its largest sense, discourse are the means employed in academic education, we should first endeavor to conceive what is that sphere of knowledge to which the individual man finds himself related as center to circumference. If we assume man and nature at its poles, we may then denominate thought converged upon man as philosophy; upon nature, as science. Philosophy and science meet and merge in a middle tract, history—man's record of man. And language may be likened to the atmosphere, which bestows form and color, and even life itself, upon this orbéd thought. The realm of knowledge—its totality—covering the surface of this great globe may be comprehended within these four provinces: Philosophy, science, history, language. The human mind that finds its self-activity stirred, that rises above mere animalism, must have discourse in all these four grand divisions of the complete sphere of human knowledge; and a rounded academic education, one that both informs and trains, must do its work in each, for each exercises separate functions and faculties of the man, and each supplies a needed fund of fact. The wider this discourse and the higher its reach, the more nobly does the mind fulfill its destiny. But no one human mind can grasp all knowledge. Hence each of these grand divisions, philosophy, history, language, and science, in its principal realms, and including mathematics, while they must be employed as the efficient agents in a liberal education, can not be studied exhaustively, but can only be represented in it. We can not give the whole

range of philosophy, but merely its method; we can but touch in detail upon some segment of history, while looking at it from afar as a cosmos, and ingraft in the learner the spirit of historical inquiry. Science can be taught in three or four of its branches only, and in language we make a bare compromise with perfection of expression. Yet no education will be a really harmonious evolution of the human mind and character in which we do not to some extent employ each of these chief factors.

The practical questions involved as to the special form or branch of knowledge to be studied, and the amount of it, are matters of detail to be determined in each institution and for each individual by varying ability and needs. This proper adjustment and coordination of studies is among the best tests of educational ability. All the faculties are to be educated, but not equally. All education is a compromise, an approximation. The perfectly educated man is an ideal. The learner has special work in the world; so that while he should be evenly developed, no function condemned by disuse to atrophy, the gradual strengthening of all the parts of his nature should tend to the reenforcement of his strongest aptitudes for the performance of the particular work to which he is called. His studies should be, must be, disciplinary; but there is no good reason why they should not furnish him with knowledge useful, indispensable even, in the lines of thought and action along which he will proceed in his future career. Hence the practical necessity of parallel courses of study adapted to the different lines of life—the learned professions, the applications of science, and the industrial pursuits. But these ought not to be indefinitely multiplied, so as to throw parents or students upon their own resources in selecting a course, but should clearly point out the line to be pursued. In view of the absolute unfitness of immature students, and even of parents of more than ordinary intelligence, to determine the due proportion and proper sequence of studies, one of the most difficult problems of pedagogical science for professional experts even, it was determined to establish a limited number of courses of study for the disciplinary grade of education. These parallel courses were made as nearly as possible equivalent in the time and intellectual energy required for their completion. They rise and ramify from the pupil's entrance upon his collegiate career through a four-years course to his graduation as a bachelor, which is held to be the legitimate college degree.

#### PHYSICAL CULTURE.

One further consideration remains before giving the working plan of the institution—the part assigned to physical culture in our scheme of education. It is a plain proposition that physical culture should be in harmony with intellectual and moral culture, both as to means and ends; and, again, that the exigencies of city life, the inadequacy of funds to supply all wants, and the facility of humanity in adjust-

ing itself to imperative conditions, as well as the experience of ages, point to intellectual training as the chief means in education, and to its illumination for indirectly aiding and guiding physical and moral culture. This is not so difficult practically as theoretically. Intellectual education is chiefly by inspiration, by awakening and stirring the mind to self-activity, to observe, to reason, and to judge. Hence it necessarily leads the way in rational evolution. So of moral and physical education, self-conducted under wise guidance; they are better than any system of constraint. In making our choice among the many forms of physical culture, practiced with greater or less success, military drill, gymnastic exercises, athletic sports, and others, we adopted manual training as that which combines the most elements of good for the young student of high-school grade, on whom we made it compulsory. Of all the forms of physical culture it is the most difficult and expensive for him to obtain by his own exertions or without special instruction; its practical utility is the most obvious, and its complex operations afford the best mental discipline. With the college career, practice in handcraft took the form of professional training for those intending to pursue any of the various lines of engineering. Their aim and purpose were different.

It was not in the power of the university to afford such gymnastic instruction as was considered desirable to its college students, but this was less to be regretted here than elsewhere, as most of our students have the choice and opportunity of horseback exercise, rowing, and open-air games, and have generally availed themselves of one or another of these. There are only about eighty rainy days in the year in New Orleans, though the rainfall is 50 per cent heavier than in the Northern States. There are very few days during the session when students can not, on favorable grounds, indulge freely in football, baseball, and other sports. Their practice was at first much limited by the location of the university buildings in the center of the city, but this is now remedied by their removal to the suburbs, where ample and well-drained grounds afford every opportunity for athletic sport.

#### DEPARTMENTS OF THE UNIVERSITY.

The acquisition of the University of Louisiana, with its franchises and valuable buildings, gave practical shape to the purposes of the Tulane board. It resolved that "evolution, not revolution" was the proper line of progress. The Tulane University of Louisiana was accordingly organized to include Tulane College, the University Department of Philosophy, the Law Department, the Medical Department, and subsequently there was added the H. Sophie Newcomb Memorial College for Young Women, and temporarily, as an adjunct, the Tulane High School.

#### HIGH SCHOOL.

Any really philosophical system would discriminate sharply between *the dogmatic instruction of tender youth*, the disciplinary training of

collegiate life, and the liberal culture of the university. Education was at a very low level; half of the voters of the State could not read or write; ignorance was paramount. There was not a high school or academy of high grade in the State from which to draw a supply of well-trained students, except the high school of the university, and there were no students studying in the State with reference to university education. We had to create a demand for higher education, as well as to supply it. It was evidently a necessity for the university to avail itself of its own high school, for the time being, both as a preparatory department to the college and to fix a grade and standard of secondary education to which other schools should conform. Hence it was continued, but enlarged and improved in its faculty and facilities, with the temporary purpose of maintaining it so long as it should be deemed necessary. No fixed period was set for its duration, but, to the gratification of all friends of education, the lapse of ten years has sufficed both to attest the value of its services to secondary and higher education and to witness the establishment and growth of public and private schools, which, under the fostering encouragement of the university, will go far to fill the gap made by its discontinuance.

The Tulane High School was organized by the appointment of Prof. Ashley D. Hurt as head master, with an able corps of instructors. Mr. Hurt, after preparation as a student in the University of Virginia and in the best universities of Germany, had passed through the various grades of private instructor, high-school principal, and college president, attaining a wide eminence as a successful and inspiring teacher. He brought a ripe scholarship and engaging personal qualities to his work, and the nine years of his leadership in high-school education in Louisiana is a marked epoch in the development of secondary education in the State. In 1894 the Tulane High School, in the flood tide of its popularity, passed out of existence, leaving the legacy of a noble example of scholarship and moral influence to the numerous classical academies that have arisen in emulation of it in the city of New Orleans. Head Master Hurt was elected to the chair of Greek in the university, a chair henceforth separated from that of English.

During the period of the existence of the high school manual training, including woodwork, iron work, and drawing, was required of all the students, with a few exceptions. The experience of this institution is altogether in favor of manual training as a most useful branch of general education. The good it has done can hardly be overestimated.

#### COLLEGE AND UNIVERSITY.

But whatever difference of opinion might exist as to the propriety of temporarily employing the high school as an educational factor, none could arise as to the fitness of carrying on the college and university under one administrative organization. They are manifestly



consecutive phases of development and instruction, as is evidenced by their union in so many important institutions of this country, which ignore, indeed, their radical and essential difference. But, because they deal with consecutive and hence different educational conditions, corresponding to the intellectual and moral growth and evolution of the student, it seemed proper sharply to differentiate the university from the college. The transition from the gymnastic stage of education in the college to the higher, freer atmosphere of liberal thought and culture of matured, independent research that should pervade university life should be felt in the spirit as well as in the studies and methods of these successive departments. The problem before the administrators of Tulane University was to hold fast to the true theory of a university and yet adapt it to the existing conditions of society in Louisiana.

The line between university work and collegiate or academic work was sharply drawn. The former was made elective and of the most advanced character. The latter is embraced in a series of equivalent curricula, extending, after a three-years preparatory course, through four years in the college, all leading up to the degree of bachelor of arts, with or without distinction, according to attainment.

#### MANUAL TRAINING.

In the first years of the reorganization of the university great stress was laid upon the agencies and appliances for the teaching of the high school, in which the foundation was laid for intelligent and systematic college courses. The Bureau of Education has in its valuable publications given a full description of the manual-training school which was used as the workshop or laboratory of the Tulane High School. It was not intended to teach trades to young men, but to make them experts in the principles and handicrafts of woodworking, ironworking, and machine construction. The appliances were as nearly perfect and the scheme of instruction as thorough as in any institution in the United States. The effort was made to dignify and elevate labor without interfering with more abstract pursuits. No revolution in education was aimed at, but rather moral expansion and development through the cultivation of recognized and valuable mental and physical functions and activities, the whole system constituting a rounded and harmonious evolution of the student as man and citizen.

As manual training has been found to be a valuable adjunct to intellectual cultivation, a considerable amount of practice in woodworking was required even in the classical course of the high school. In the other courses the manual instruction was carried further, and included pattern making and forging iron and steel. The work proceeded step by step, from the easier to the more difficult operations, and was calculated to impart a fair degree of skill and a general *practical knowledge of tools, materials, methods, and principles,*

rather than the nicety of execution which can be acquired only by long, time-consuming practice within a limited range.

The exercises were selected with reference to healthy muscular development, and, by a suitable alternation of shopwork with classroom studies, the pupil was enabled to make more real progress in intellectual growth within the school years than could be gained by fatiguing devotion to study alone. The interest of the student was stimulated by keeping in view utility or beauty in the objects constructed. The shopwork manipulation constituted an excellent preparation for subsequent laboratory practice of all kinds, and was the solid foundation of the mechanical and engineering courses pursued in Tulane College; or, should the student be obliged to terminate his schooling with a high-school course, then his manual training was of great advantage in fitting him for his life work, whatever occupation he might engage in. Education in which the manual element has a share is particularly suitable for those who are to assist in developing the industrial resources of the country.

#### DRAWING.

Drawing was considered as a language, or mode of expressing ideas, and as being therefore scarcely less important than linguistic study, on account of its disciplinary as well as its direct practical value. All the high-school pupils were taught more or less of free-hand and mechanical drawing and design, according to the needs of the different courses. While the artistic side was not altogether neglected, attention was directed mainly to the industrial aspects of the subject. The exercises consisted mostly in drawing directly from the objects, while the pupil was also instructed in the various auxiliary geometrical problems and the conventional devices which facilitate clear expression. The student was expected to observe constantly the relation of the object to the mode of its representation, and to become self-directing without wasting time in copying the delineations of others. As the work advanced the imagination was cultivated by the consideration of projections and shadows, and by drawing ideal sections, by sketching from memory, and by making original designs. Such, in brief, was the system of instruction adopted and pursued in the Tulane Manual Training School.

The faculty of the high school and manual training school consisted of its accomplished head master, assisted by from twelve to twenty instructors of various grades, according to the exigencies of the service required.

#### TULANE COLLEGE.

Tulane College was organized to cover, with four years of solid collegiate instruction and training, the second great phase of liberal education. Its purpose was to train and discipline the student for the professions or for leadership in the superior walks of the manifold and ever-widening spheres of active life. Applicants for admission

to the freshman class of the college were required to stand an examination upon the branches taught in the high school or in other institutions of equal grade. Applicants for admission to any advanced class or special course of the college or to the university were examined on a fair equivalent of the studies previously completed by the class or in the course.

Five courses of study were arranged, with prescribed branches, all leading to the degree of bachelor of arts. These courses, though leading to different pursuits in life, were parallel and nearly equivalent to the amount, proportion, and exactness of the training and instruction afforded. They were modified from time to time as experience dictated.

In the grouping and succession of studies in these courses in accordance with the theory of education set forth above, opportunity was afforded to obtain such information in all the great realms of human knowledge as should be considered requisite to a liberal education. But still greater regard was had to that rigorous training of the faculties which develops intellectual energy and moral power. It was intended that the degree of bachelor of arts, which crowns each of these five courses, should be an honest testimonial to solid acquirements.

The difference in the courses was somewhat in the sequence of the subjects, largely in the amount of the particular branches pursued, and, to a certain extent, in the substitution of studies equivalent in amount and as nearly so as possible in intrinsic and disciplinary value to the student.

The courses were denominated, respectively, classical, literary, physical science, natural science, and mechanical. Each had four classes, which retained the time-honored names of freshman, sophomore, junior, and senior. In each course of study and in each year of that course it was sought, by a proper and logical arrangement of studies, to carry forward the instruction and the training to a given practical end.

The degree of bachelor of arts was conferred for the successful accomplishment of any one of the five regular courses named, and students of extraordinary merit had added to this the words, "with distinction."

At the risk of some prolixity, but to exhibit clearly the line of development and the general plan and idea of the education offered to its students, the scheme of studies and hours of recitation per week, as taken from the catalogue of 1888-89, is given herewith. The scheme underwent an annual revision by the faculty, and was very gradually modified to adjust it to the needs of students and the results of experience in its working. Thus it served, when the time arrived, as the basis on which the teaching of the college was divided in the ultimate reorganization of 1894 between the college of arts and sciences and the college of technology. The following is the schedule of 1888-89:

## TULANE COLLEGE.

Class.	Classical course.	Hours per week.	Literary course.	Hours per week.	Natural science course.	Hours per week.	Physical science course.	Hours per week.	Mechanical course.	Hours per week.
Senior	Psychology.....	5	Psychology.....	5	Psychology.....	5	Psychology.....	5	Psychology.....	5
	Political science and rhetoric (one-half year each).....	3	Political science and rhetoric.....	3	Political science and rhetoric.....	3	Political science and rhetoric.....	3	Political science and rhetoric.....	3
	German.....	3	Latin literature.....	1	German.....	3	German.....	3	German (or French).....	3
	Latin.....	3	Biological laboratory.....	3	Biological laboratory.....	3	Biological laboratory.....	3	Applied mechanics.....	3
	English.....	3	Chemical laboratory.....	3	Chemical laboratory.....	3	Chemical laboratory.....	3	Chemical laboratory.....	3
	Greek.....	3	Biology.....	3	Chemical laboratory.....	3	Mathematical physics.....	3	Theory of tools etc.....	3
	Latin.....	4	Latin.....	4	Chemical laboratory.....	3	Mathematics and analytic mechanics.....	5	Materials of construction.....	3
	Greek.....	4	French.....	4	Physical laboratory.....	3	Mathematics and analytic mechanics.....	3	Mathematics and analytic mechanics.....	3
	German.....	3	German.....	3	German.....	3	Physical laboratory.....	3	Physical mechanics.....	3
	History (to Christmas) and English.....	3	History and English.....	3	History and English.....	3	German (or French).....	3	German (or French).....	3
	Chemistry.....	4	Chemistry.....	4	Chemistry.....	4	History and English.....	3	History and English.....	3
	Latin.....	3	Geology.....	2	Geology.....	2	Chemistry.....	4	Chemistry.....	4
	Greek.....	3	Mathematics (one-half year).....	3	Mathematics (one-half year).....	3	Geology.....	2	Geology.....	2
	English (after Christmas).....	3	Physical laboratory.....	3	Physical laboratory.....	3	Physical laboratory.....	2	Physical laboratory.....	2
	Mathematics (before Christmas).....	3	Astronomy.....	3	Astronomy.....	2	Astronomy.....	1	Astronomy.....	1
	Physics.....	3	English.....	3	English.....	2	English.....	2	English.....	2
	Ancient history.....	2	Mathematics.....	3	Mathematics.....	6	Mathematics.....	3	Mathematics.....	3
	Latin.....	4	Physics.....	3	Physics.....	3	French.....	3	Manual training and drawing.....	3
	Greek.....	4	French.....	3	French.....	4	Physics.....	4	Physics.....	4
	Rhetoric and English.....	3	Ancient history.....	2	Ancient history.....	1	Rhetoric.....	2	Ancient history.....	2
	Mathematics.....	4	Rhetoric.....	1	Rhetoric.....	1	Drawing.....	6	Rhetoric.....	1
	Latin.....	4	Latin.....	1	Drawing.....	6	Biology.....	3	Drawing.....	3
	Greek.....	3	German.....	3	Biology.....	3	Biology.....	3	Biology.....	3
	Rhetoric and English.....	3	Rhetoric and English.....	3	Rhetoric and English.....	3	Rhetoric and English.....	3	Rhetoric and English.....	3
	Mathematics.....	4	French.....	4	French.....	4	French.....	4	French.....	4
	Mathematics.....	4	Mathematics.....	4	Mathematics.....	4	Mathematics.....	4	Mathematics.....	4
	Mathematics.....	4	Manual training.....	6	Manual training.....	6	Manual training.....	6	Manual training.....	6
	Mathematics.....	4	Ancient history.....	2	Ancient history.....	2	Ancient history.....	2	Ancient history.....	2
Freshman	Latin.....	4	Latin.....	4	Drawing.....	6	Drawing.....	6	Drawing.....	6
	Greek.....	3	German.....	3	Biology.....	3	Biology.....	3	Biology.....	3
	Rhetoric and English.....	3	Rhetoric and English.....	3	Rhetoric and English.....	3	Rhetoric and English.....	3	Rhetoric and English.....	3
	Mathematics.....	4	French.....	4	French.....	4	French.....	4	French.....	4
	Mathematics.....	4	Mathematics.....	4	Mathematics.....	4	Mathematics.....	4	Mathematics.....	4
	Mathematics.....	4	Manual training.....	6	Manual training.....	6	Manual training.....	6	Manual training.....	6
	Mathematics.....	4	Ancient history.....	2	Ancient history.....	2	Ancient history.....	2	Ancient history.....	2

## UNIVERSITY DEPARTMENT OF PHILOSOPHY AND SCIENCE.

But, as has been stated, the aim of the administrators was "to establish a great university," and to carry this grand purpose into full effect it was perceived that collegiate work must be considered as merely auxiliary to the advanced phase of university education, and the line must be distinctly drawn between these two successive grades of educational development. This principle, clearly stated at the outset as a fundamental feature of its organization, has always been consistently adhered to in theory and practice by Tulane University. It has been applied with logical rigor to all applicants, and no one has been enrolled as a university student who did not hold a baccalaureate degree from a college of good standing. The result has been that students are now attending in sufficient numbers to warrant the organization of classes and the arrangement of prescribed courses for graduate work leading to appropriate degrees. The evolution of the university proper, or department of philosophy and science, has finally been fairly and fully formulated.

## GRADUATE WORK.

If the student in a college should feel and act as one under authority, the graduate of the college who enters upon his university career in the department of philosophy and science should recognize that he is called to higher culture, which does not simply permit, but demands liberty of choice, the exercise of independent thought, an earnest attempt at original investigation and individual conviction. Herein he must receive the inspiration of the scientific spirit and pursue his studies by the scientific method, under the guidance, but not under the authority, of a professor.

Acting upon this view, we differentiate sharply between the work of the college and the work of the university in its higher department.

We leave to the college the disciplinary work of education to be pursued by collegiate or gymnastic methods. We reserve for the students in the department of philosophy and science that higher culture pursued in the scientific spirit, which is true university work. If few in number, yet these university students must be college graduates, not merely college students graded as university students.

We admit to our university, as candidates for degrees, the graduates of our own and other colleges with fairly equivalent requirements, and such other persons as shall pass a satisfactory examination on branches of knowledge and studies fully equivalent.

*Degrees.*—Graduates of Tulane College and other accepted candidates who shall pursue for two years an approved course of study in the university in three branches, one major and two minor, selected by the student and approved by the faculty, and who shall pass a satisfactory examination and present a written thesis acceptable to the president and faculty, will receive the degree of master of arts.

The degree of doctor of philosophy will be given for a further prescribed, or approved, course of study in Tulane University, pursued for two years more under like conditions and with such excellence and superior attainments as to warrant it.

All university courses of study shall at the time of their selection be classed either as philosophical or technical, according to the nature of the work required.

Any philosophical course, whether classical, literary, or scientific, shall lead to the degree of master of arts. The technical courses shall lead to appropriate engineering degrees. But no degrees are granted except to resident students.

Graduates of the H. Sophie Newcomb Memorial College, or female graduates of other accredited colleges of the first grade who have received the degree of A. B. or B. S., may be admitted to the privileges of university instruction, and shall be entitled to the A. M., or a technical degree, upon the completion of a course of study equivalent to that required of male graduates.

*Scholarships.*—The board of administrators, for the purpose of encouraging post-graduate study, has offered to graduates of Tulane College and other institutions of good standing, 15 scholarships, of \$150 each, which shall be given upon the conditions stated in the following rules:

Students seeking appointment to university scholarships must make application in writing to the faculty, giving an outline of the proposed courses of the post-graduate study. Appointments will be then made on the basis of merit.

Each scholarship will entitle the recipient to free tuition in the university department, and \$150 per annum, payable in monthly instalments.

Holders of university scholarships will be expected to give their whole time to advanced study in the lines of their respective courses. They shall not engage in outside business, and may be called upon for a reasonable amount of assistance to the professors under whom they are studying.

All appointments will be for one year, but the holder of any scholarship may be reappointed for one additional year.

Applications must be filed with the secretary before June 1.

The purpose of these university scholarships is to encourage young men who have gained distinction in their college studies, whether in our own or in some other college of like standing, to continue a chosen line of study to the highest point of attainment. To this end their preparation must be in an institution of recognized standing and high grade, with some reasonable parity to the amount and thoroughness required of our own students, and they must hold the bachelor's degree as an evidence of what they have done. Then it becomes a question of selection among the candidates for vacancies, which must be decided by comparative merit. These scholarships are not awarded to students seeking to enter upon professional studies in the law and medical departments.

All university courses of study shall be assigned, approved, and conducted by the university faculty.

Great pressure has been brought to bear to secure degrees for non-resident students, but it has been deemed inexpedient to relax the strictness of the rule requiring study in the university and under the eye and direction of the professors in charge. This has restricted the number of students matriculated in this department, but in 1893-94 there were 21 such students engaged in graduate work. This encouraging increase was undoubtedly due to the stimulus afforded by the honorary scholarships, 12 of which were filled during that session. The temptations to an early entrance on active life are very great in a large commercial city and among a needy people, and it requires a strong desire for the higher education to resist them. Happily this spirit has been awakened in the breasts of our youths.

#### EVOLUTION OF THE COLLEGE.

It is now proper to return to the history of the evolution of Tulane College, leaving out all further consideration of the high school, which has been sufficiently described, and the university department of philosophy and science. Now, in 1894, it is entering upon a new epoch,

in which it is intended that its development shall be logical, consistent, and along the highest lines of educational effort.

At the close of the session of 1893-94 Tulane College ceased to exist under that name and title, and hereafter its functions will be performed by two colleges instead of one. The following resolutions, laid before the administrators of Tulane University by President Charles E. Fenner, May, 1893, and adopted by them, contains a clear and succinct statement of the plan of organization adopted by the board.

In view of the fact that the amendment of the State constitution creating Tulane University gives to the board of administrators such "powers as may be necessary to develop, control, foster, and maintain it as a great university in the city of New Orleans," the administrators have determined upon carrying forward their plan of organization and developing its germinal features into permanent form.

The following resolutions, reported by the committee on education and adopted by the board of administrators, embody the dominant principles and plan of reorganization proposed by the late President Gibson:

1. The constitutional contract between the State and this board of administrators emphasizes, as its main purpose and object, the duty of this board to "create and develop a great university in the city of New Orleans;" and in accordance therewith, as well as with the known wishes of Paul Tulane, this board now recognizes and announces the creation and development of such a university as the proper field and object of its future action.

2. High-school instruction is not embraced within the functions of a university, and the Tulane High School, which up to this time has rendered necessary and invaluable service, should now be discontinued, and accordingly the board announces that the same will be discontinued after the end of the ensuing session thereof, terminating in June, 1894. After the present session no students will be admitted below the intermediate grade. Scholarships thereafter granted under the law or by this board will not entitle the holders to admission below the intermediate grade. Provision should be made to complete the high-school instruction of all students on the rolls in June, 1894, who shall then have successfully passed examinations for admission to the subfreshman class.

3. In the meantime, the president of the university is requested to devote his attention to a consideration of the best means to secure the establishment of high schools, public and private, in different parts of the city and State, having competent teachers and a uniform course of studies, selected and adapted to prepare students for admission to the colleges of the university, and to formulate and recommend to the board such plan for encouraging such high schools and academies as, after examination, he concludes will be most effective.

4. The university shall comprise the following colleges, viz: (1) A college of medicine; (2) a college of law; (3) a college for the higher education of women; (4) a college of arts and sciences; (5) a college of technology, and such other colleges as may hereafter be established. The first three colleges above named shall consist of the existing Medical Department, the Law Department, and the H. Sophie Newcomb College; and, while the board reserves their existing organizations as subjects for future consideration and action, it is not deemed advisable for the present to interfere with them.

5. The present system of instruction and organization of Tulane College shall continue until the end of the session of 1893-94, subject to such modifications as may be deemed proper to prepare the way for the transition to the system provided in the following resolutions.

6. There shall be established, to take effect at the commencement of the session of 1894-1895, two distinct colleges, viz: (1) A college of arts and sciences, devoted specially to training in the studies appropriate to a liberal education and generally embraced within the classical, literary, and scientific courses now in force in Tulane College; (2) a college of technology, devoted specially to training in the application of science to the mechanical and other arts, and generally in the studies now embraced within the existing engineering course, and in others similar and cognate. Each of these colleges shall have a separate faculty and organization, and shall pursue courses of study to be prescribed by the combined faculty of the two colleges and the university faculty proper. Until otherwise ordained, the president of the university shall be ex officio a member and the president of the faculty of each of said colleges. The same person may be a member of each faculty, and the students of both colleges may be grouped in common classes for instruction required in both courses, but, as rapidly as means admit and number of students requires, the distinctness of the two colleges shall be progressively increased.

7. There shall be also a university faculty proper, over which the president of the university shall preside, composed of members, who may also belong to the college faculties, engaged in post-graduate instruction, which shall furnish instruction to graduates of the colleges and of other institutions of like grade, in advanced courses to be prescribed by said university faculty.

8. Steps shall be at once taken to provide necessary and proper buildings and improvements on the grounds opposite Audubon Park, to which the academical departments of the university should remove as soon as completed, and not later than the beginning of the session of 1894-95.

What has been accomplished toward carrying out this comprehensive plan may be stated as follows:

The arrangements for the removal of the literary and scientific departments of the university have been completed.

The corner stone of the College of Arts and Sciences was laid with imposing ceremonies and in the presence of a large audience on Saturday, January 27, 1894.

The grounds purchased by the administrators of the Tulane Educational Fund as the new location for the university are extensive and admirably adapted for the purpose, having 582 feet front on St. Charles avenue, facing Audubon Park, and extending over 12,000 feet in narrowing lines toward the rear of the city.

About 18 acres have been set apart as a campus, and upon this the following buildings have been erected:

1. A college of arts and sciences.
2. A physical laboratory.
3. A chemical laboratory.
4. A group consisting of the mechanical and electrical laboratories, drawing-rooms, and workshops.

#### COLLEGE OF ARTS AND SCIENCES.

The College of Arts and Sciences is the largest of these structures. It is of Bedford stone, and is located 200 feet from the line of St. Charles avenue, facing Audubon Park and the river. It has a frontage



of 250 feet 8 inches, a depth of 69 feet 6 inches, with basement, two stories, and attic, making a height of 70 feet from the ground.

On the first floor are located the offices of the board of administrators, the president of the university, the secretary of the university, four rooms for the library, a faculty room, assembly hall, ladies' reading rooms, and three class rooms.

On the second floor are seven class rooms, two lecture rooms, two large rooms for the Linton-Surget Art Gallery, and four class study rooms. Each of the class rooms contains about 600 square feet of floor space, and has an adjoining private office and study for the professor.

On the third floor are two large halls for the literary societies, with ample accommodations for the museum.

It has received the name Gibson Hall.

#### LABORATORIES.

The physical-laboratory building is 125 feet in length by 53 feet in breadth. It is built of Egyptian pressed brick, with trimmings of Bedford stone. It has been carefully planned for its purpose, and will afford excellent facilities for every kind of physical research. It faces due south, so that the sunlight is available in all laboratories throughout the day, and the most convenient use of magnetic instruments is secured. In its construction the use of iron has been avoided as far as practicable, and in and near the laboratories the gas pipes are of brass, and no iron is used. The building is lighted by electricity and is heated by indirect radiation, the warm air being conveyed through the building in ducts of nonmagnetic material. A number of piers, entirely independent of the building, are provided in the different laboratories, one of which rises to the lecture room on the second floor, and affords a steady support for reflecting instruments when used in demonstrations. A large number of slate slabs are set into the walls of the laboratories for the support of delicate instruments. The general laboratories and lecture room are finished in cream-colored pressed brick, with a wainscoting of enameled brick 5 feet in height. The remainder of the building is finished in plaster, with wooden wainscoting of the same height.

On the first floor are situated two large laboratories, each 50 by 32 feet, for work of different character and grade, a room for special work in heat, the office and private laboratory of the professor, the physical library and seminary room, the workshop for the manufacture and repair of instruments, the battery and switch-board room, the two lavatories, and the hat room.

On the second floor are a third laboratory, 50 by 32 feet, for elementary work; the large lecture room, 35 by 32 feet; an apparatus room, 15 by 32 feet; a lecture room, 33 by 21 feet; the spectrometer, photometer, and photographic rooms, and two additional rooms for special work.

The third floor is provided with skylights, and will be used for drawing and design work in connection with the course in electrical engineering, for photography of the spectrum, and for general storage. A portion of the roof is flat and can be utilized for rain gauges, anemometers, and other meteorological instruments. An elevator is provided for the transfer of apparatus from floor to floor.

The laboratory will be completely wired for the distribution of light, current for experimental purposes, telephones, and time. It is connected with the dynamo laboratory, 300 feet distant, by heavy conductors and telephone circuits, so that work may be conveniently carried on in the two buildings conjointly.

In its location, the character of the structure, and the perfect adaptation to its purpose this building will bear favorable comparison with the best laboratories in the country. It is the only laboratory built exclusively for physics in the South.

The chemical laboratory is a twin building to the physical laboratory, being built of the same materials and finished in the same way, but arranged with reference to its special use. It is lighted electrically, heated by steam, and supplied with gas and water at every needed point.

On the first floor are situated the offices and private laboratories of the professors of general and industrial chemistry; the laboratory of industrial chemistry, 50 by 32 feet; the quantitative laboratory, 28 by 32 feet; the organic laboratory, 21 by 32 feet; the assay laboratory, the balance room, the hydrogen-sulphide room, two storerooms, two hat rooms, and the lavatory.

On the second floor are situated the qualitative laboratory, 50 by 32 feet; the lecture room of general chemistry, 35 by 32 feet, with adjoining preparation and apparatus rooms; the lecture room of applied chemistry; the chemical library, rooms for gas, water and sugar analysis; a darkened room for spectroscopic and polariscopic work, a small room for hydrogen sulphide, and the ladies' lavatory.

The third floor is provided with skylights, and will be used for drawing and design work in connection with the course in chemical engineering and for general storage.

The building is fitted with all necessary desks, hoods, assay furnaces, etc., and will accommodate a large number of students. It will bear favorable comparison with the best laboratories in the country.

The engineering group consists of workshops and laboratories.

The front building is 70 feet in length by 60 feet in depth, and has two stories and an attic.

On the first floor are located the lecture room of mechanical engineering, the office of the professor, engineering library, a drawing room for machine design, and the engineering laboratory, 60 by 30 feet in extent.

On the second floor are five large drawing rooms, well lighted by outside windows and by skylight from the roof.

Rooms are provided for the extensive collection of casts and drawing models.

The attic is used for a museum of architectural drawings and models.

The electrical laboratory, 50 by 40 feet, contains the engine, dynamos, etc., used in lighting all the college buildings and illustrating the course in electrical engineering.

This group of buildings also contains a boiler house for accommodation of the boilers used for heating by steam all the college buildings and for the power used in the several shops.

There are also five large workshops fully equipped for metal work, pattern making, carpentry, blacksmithing, and foundry work.

#### EQUIPMENT OF LABORATORIES.

The equipment of these laboratories is as follows:

*Physics.*—The work in physics is carried on in the new physical laboratory, a description of which has already been given. This building, having been carefully planned, affords, of course, every facility for physical demonstration and research. Piers for steady support, excellent arrangements for the use of sunlight, freedom from magnetic disturbance, water, gas, and electric supply are all that could be desired. The electric current for arc and incandescent lights and for electric motors, as well as for demonstration purposes, is arranged so that by means of a central switchboard it can be led to any pier and to convenient places in every room. This current is under perfect control by means of large resistance coils of German silver and iron wires, by which any current up to 100 or more amperes, direct or alternating, can be obtained with great ease.

The instrumental equipment of the laboratory is quite full and excellent. The instruments are of the most approved forms, and are from the best makers of this country and Europe. The apparatus is principally from the following celebrated makers: Ritchie, Queen, Green, and Becker, in this country; Browning, Patterson & Cooper, and Elliott Brothers, London; White, Glasgow; Duboscq, Hoffman, Carpentier, De Meritens, and Breguet, Paris; Edelmann, Munich; Rueprecht, Vienna; Société Genèveise, Geneva. It is selected with special reference to accurate measurements, and there is sufficient duplication to allow of the successful working of classes in the laboratory. It is believed that in these respects it is equaled by very few equipments in the country.

A well-equipped workshop, run by an electric motor, is in the laboratory, and a mechanic is almost constantly employed in the manufacture, repair, and modification of apparatus. Some of the most useful instruments that are found in the collection have been made in this shop.

*Chemistry.*—The work in general and industrial chemistry is carried on in the new chemical laboratory. Here there are ample accommodations for a large number of students in every kind of laboratory work, and the building is fitted up with all necessary work tables, hoods, sinks, and other conveniences for work. Water and gas are plentifully supplied at every needed point, and electric current of any strength is available for electrolytic use, as well as for lighting and power. A large amount of additional apparatus will be provided for the ensuing session, to supplement the present equipment, which has been sufficient for past needs. The work in industrial chemistry will also be well provided for.

*Biology.*—The work of the department of biology will be carried on for the present in the physical laboratory, where several rooms, including a large general laboratory, 50 by 32 feet, and a lecture room, 33 by 21 feet, have been provided for its needs. All necessary apparatus for the work of the department, such as microscopes and accessories, and all necessary tables and cases have been provided, and additions will be made for the ensuing session. The equipment of the laboratory is particularly well adapted for the purposes of those desiring to study the microscopical anatomy, embryology, or morphology of any of the organisms which occur in this region and which make it a rich field for investigators.

*Astronomy.*—While the university has as yet no fixed observatory, it is provided with a good deal of apparatus that can be utilized in astronomical observations. It has two 5-inch portable telescopes, one equatorial and one altazimuth in mounting, a sextant, a small transit instrument, a break-circuit clock and chronograph, a heliostat, and several spectroscopes, as well as a number of globes and models, and a collection of astronomical lantern slides. One of the telescopes was presented by Mr. J. R. Beckwith, of New Orleans, and has increased value as the product of his own skill and labor. The university grounds afford an excellent place for astronomical observation.

*Mechanical engineering.*—The work of the department of mechanical engineering (including mechanic arts) is carried on in the large group of buildings erected for the purpose. It is believed that in every respect they are well adapted to the work to be done in them.

The equipment of the mechanical engineering laboratory will be materially improved for the next session, as many additions in the way of testing machines of different kinds and other apparatus will be then provided, but detailed information can not be given at this time. In addition to the steam and water plant of the university, the Corliiss engine of the electrical laboratory, and the shop engine of 20 horsepower, there is a vertical engine of 6 horsepower (built largely by the students), an Otto gas engine of 7 horsepower, a transmission dynamometer, a brake dynamometer, a testing machine for transverse

tests, a Riehle Brothers cement-testing machine and a collection of attachments, a number of calorimeters, measuring tanks, indicators, planimeters, etc.

The workshops are large, well lighted, and fully equipped. They will be improved from time to time as needed.

The carpenter shop is furnished with 30 independent benches, each supplied with a set of all the tools required. The wood-turning and pattern-making shop is provided with 30 lathes and pattern makers' benches, 2 jig saws, a grindstone, a large pattern maker's lathe, a buzz planer, a circular saw, and a power saw for cutting off material for work.

The forge shop contains 30 forges with fan blast. The foundry will be fitted up immediately with all necessary molding benches, flasks, tools, etc., and with a brass furnace. It is contemplated to add a cupola furnace for iron in the near future.

The machine shop contains the steam engine of 20 horsepower for driving the shop machinery, a grindstone, a machine drill, a hand drill, a planer, a shaper, an emery wheel, a buffing wheel, 6 engine lathes, 6 speed lathes, and 15 vise benches. At one end of the machine shop, and between it and the pattern shop, is located the tool room and storeroom for supplies.

Located in the same group of buildings as the shops is the steam plant of the university, from which all steam for heating the buildings and supplying them with water and light is taken. In the boiler room are situated boilers of the capacity, at present, of 150 horsepower of the Stirling water-tube form. Here are also located the pumps for handling the water supply and the condensed water from the steam pipes from the various buildings. A feed water heater and purifier is also located here. The water for the steam plant and other general purposes is derived from an artesian well 750 feet deep located near the boiler house. Steam is carried from the boiler house to the Corliss engine in the electrical laboratory and to the shop engine. It is also carried into the mechanical engineering laboratory for experimental purposes. The brick stack adjoining the boiler house is of graceful proportions and is 100 feet in height.

*Electrical engineering.*—The electrical engineering laboratory is a building 50 by 40 feet in size and is well lighted and ventilated. In it is located a Reynolds-Corliss engine of 40 horsepower from the E. P. Allis Company. This engine is belted onto a countershaft, from which is taken off by friction-clutch pulleys the power for the machines. By this arrangement the students working in this laboratory can start and stop the various machines without necessitating a stoppage of the engine. In all, there are over 20 dynamos and motors of various kinds, and other apparatus, as follows:

A large compound-wound incandescent dynamo with station instruments. (This machine supplies the current for lighting the buildings

and running motors and fans, but is available for experimental purposes.) Two Edison compound-wound dynamos with all accessories, which are installed so as to form a complete model three-wire system with its lamps, mains, feeders, pressure wires, ampère meters, indicators, etc.; a Slattery (Fort Wayne) 600-light alternating dynamo, with exciter and all necessary station instruments, meter and lamps, and six converters ranging from 5 to 50 lights capacity; a Wood (Fort Wayne) 15-arc-light dynamo, with automatic regulator, station instruments, and single and double carbon arc lamps; a large and handsome switch board for these two machines has been presented by the Fort Wayne Company. It is of antique oak, cabinet form, with the instruments mounted on black enameled slate. A Thomson-Houston 8-arc-light dynamo, with station instruments, a full complement of arc lamps of various patterns, and series incandescent equipment; an Edison Company 8-arc-light dynamo, with station instruments, a full complement of arc lamps, and automatic regulator; a De Meritens 1-arc-light machine; several small machines illustrating various details of construction and the historical development of this class of generators; a  $7\frac{1}{2}$ -horsepower Sprague compound-wound motor; a 2-horsepower Baxter motor; a 2-horsepower Southern Electrical Company motor; a 1-horsepower Southern Electrical Company motor; a fan motor, Southern Electrical Company. (The last 3 machines were presented by the manufacturers.) Two 3 to 4 kilowatt Edison motors; one 1 to 2 kilowatt Edison motor; one 1 to 4 horsepower Edison "slow speed" motor; a plant of storage batteries; 2 arc lamps for incandescent circuits, presented by the Siemens and Halske Company of America.

In the above equipment are included no less than 16 arc lamps of different kinds.

Among measuring instruments for strong currents may be mentioned ampère meters from Weston, Ayrton & Perry, Bergman & Co., Fort Wayne Company, Thomson-Houston Company, and a Thomson electric balance from White, Glasgow, as well as 2 tangent galvanometers of about 3 feet in diameter and a Helmholtz-Gauguin galvanometer from Elliott Brothers, London. These afford the means for all classes of current measurement, either direct or alternating. Among voltmeters may be named the Weston, Ayrton & Perry, Wood & Cardew, as well as other arrangements operating by the potentiometer, high resistance, and electrostatic methods. Tests requiring special conditions of steadiness, freedom from magnetic disturbance, etc., are carried on in the physical laboratory, distant 300 feet, which is connected to the electrical engineering laboratory by heavy conductors and telephone lines.

The necessary smaller apparatus, such as tachometers, speed indicators, electric meters, lamp banks, etc., are also at hand. A dark-

ened room with Bunsen photometer and Methven standard gives the means for the study of luminosity.

In this laboratory are done the testing of machines for conductor and insulation resistance; the study of the law of the electromagnet in dynamo machines, magnetic leakage, determination of the strength of field in absolute measure; the mapping of the characteristics of shunt, series, and compound-wound machines; electric and commercial efficiencies of dynamos and motors; the determination of the candlepowers of arc and incandescent lamps, and the study of the influence on them of various conditions of potential, etc.; the study of the phenomena of alternating current, and tests of transformers.

The work in dynamo design and the laying out of installations is done in the physical laboratory, where drawing tables and appliances, with excellent light, are provided.

*Civil engineering.*—The work in civil engineering is largely done in the chemical laboratory building. The third floor of that building affords facilities similar to those in the physical laboratory for the drawing in connection with the work in civil engineering and industrial chemistry. The equipment for work in civil engineering is reasonably good. There are several instruments, such as level, compass, transit, plane table, chains, rods, etc., and additions will be made as demanded.

*Drawing and architecture.*—The drawing rooms occupy the whole second floor of the mechanical engineering building. There are five large rooms, which are excellently well lighted from skylights in the roof, as well as by a large number of windows. Drawing tables are provided for a large number of students, and there are convenient arrangements for the storing of drawing boards and finished drawings. There are a large number of casts and examples of architectural details in plaster, terra cotta, and metals, as well as complete outfits for work in wood carving and clay modeling. It is intended to make, on the third floor of this building, a museum of architectural details and a collection of architectural drawings and trade catalogues bearing on the subjects of the architectural-engineering course.

#### COLLEGE OF ARTS AND SCIENCES.

An effort has been made in both the College of Arts and Sciences and the College of Technology to adjust carefully the courses of study, so that the differences between them will be chiefly in the amount of the particular branches pursued, and in the substitution of studies nearly equivalent in amount, and as nearly so as possible in intrinsic and disciplinary value to the students.

The College of Arts and Sciences of Tulane University covers four years of solid collegiate instruction and training. Its purpose is to prepare and discipline the students for the professions or for leadership in the manifold and ever-widening spheres of active life.

## COURSES OF STUDY.

The courses in the College of Arts and Sciences are denominated, respectively, classical, literary, Latin-scientific, and scientific. Each has four classes, which retain the time-honored names of freshman, sophomore, junior, and senior, in each course of study, and in each year of that course it has been sought by proper and logical arrangement of studies to carry forward the instruction and the training to a given practical end.

The degree of bachelor of arts is conferred for the successful accomplishment of the classical, literary, or Latin-scientific course, and the degree of bachelor of science for the satisfactory completion of the scientific course, and students of extraordinary merit may have added to this the words "with distinction."

*Classical course.*—In this course the study of Latin and Greek is continued through the four classes, thus affording to the student willing to submit to the invaluable and unsurpassed mental discipline of these studies the opportunity to obtain a solid classical education.

This course also provides a fair amount of study in modern languages, history, mathematics, and science.

*Literary course.*—This course differs from the classical chiefly in the omission of Greek and the substitution of fuller courses of French, German, and American history, with civics.

In the senior class additional work in political economy may be substituted in the place of Latin.

The literary course offers considerably more opportunity for work in French and German than any other course. The work in English is the same as that of the classical course.

*Latin-scientific course.*—This course provides for the study of Latin through the sophomore year, and for the same amount of French as the literary course through the freshman and a part of the sophomore year. The German agrees with that of the classical course.

In the junior and senior years, instead of more advanced work in the languages are substituted extended courses in physics, chemistry, and biology.

In this course more work in mathematics is required than in the classical or the literary course, and the study may be pursued beyond the requirements through the junior year as a substitute for biology in that year.

*Scientific course.*—This course differs from the Latin-scientific course chiefly in the substitution of shopwork and drawing for Latin. In English, French, and German, and in history, political science, and psychology the work is the same.

## THE COLLEGE OF TECHNOLOGY.

The College of Technology of Tulane University is devoted to the higher education of young men in engineering. Engineering is the



science and the art of utilizing the forces and the materials of nature. The field to be occupied by this college is thus seen to be a very broad one, and it is hoped that it will be a potent factor in the development of the great resources of the South. While recognizing that our young men should be well trained for leadership in the industrial activity that we desire to promote, we also believe that they should be men of culture. Hence in our courses of study due attention is paid to linguistic, historical, and philosophical subjects, and the arrangement of courses is such that the study of these subjects is a help rather than a hindrance to the study of the principal subjects of the college.

In the College of Technology there are four courses established, as follows: (1) Mechanical engineering (including electrical engineering), (2) chemical engineering, (3) civil engineering, (4) architectural engineering.

Each of these courses extends over four years, and on the successful completion of any one of them a diploma is awarded, conferring the degree of bachelor of engineering in the particular course followed by the student. Opportunities are offered for the further prosecution of studies in the line of any course, on the completion of which advanced study an engineering degree is conferred.

Since the fundamental principles underlying the subject-matters of all the courses are the same, the first two years' work is substantially identical for all students. The courses diverge materially in the junior year, and within the several courses there is opportunity for such diversity of special studies that the needs of any student can be easily met. The method of instruction is such as to give reality to the knowledge of the student in every course, and a large amount of time is given to work in the drawing rooms, the workshops, the laboratories, and the field.

The course in mechanical engineering is substantially the same as the similar course at the best technical colleges of the country. The equipment of the workshops is exceptionally fine. The drawing rooms are large, well lighted and well furnished, and will accommodate a considerable number of students. The mechanical-engineering laboratory is being steadily improved in efficiency and completeness, and large additions will be made to its equipment for the next session. Electrical engineering is included in this course, and the equipment of the electrical-engineering laboratory is hardly excelled at any American college. The work in physics and electrical engineering and in general and industrial chemistry is done in the physical and chemical laboratory buildings, in which the facilities for work are excellent.

Special attention is called to the course in chemical engineering. Recognizing that a college such as ours should be in touch with the industries of its own section, we hope in this course to train young men who shall be especially well qualified to undertake the direction

of the manufacture of sugar, of cotton and other textile fabrics, of oils, glycerin, soaps, paper, alcohol, fertilizers, or other things that will utilize the products of our own section. . . With this object in view, it will be the aim of the college to equip the department of industrial chemistry as perfectly and as rapidly as the funds which are available will allow.

In civil engineering and architecture the facilities are already good, and these will be still further improved as the demand for these courses indicates.

*Admission.*—The requirements for admission to all the courses in the College of Technology are the same. Young men of maturity and purpose, who are unable to undertake the full course in any subject, may be received, at the discretion of the faculty, as special students. Everyone is urged to apply for this privilege only as a last resort, as the full course is necessary for satisfactory results. No official recognition or certificate will be given for any special course.

*Degrees and diplomas.*—Students completing the classical, literary, or Latin-scientific course will receive the degree of bachelor of arts, and students completing the scientific course will receive the degree of bachelor of science. Students who complete the courses of the College of Technology will receive the degree of bachelor of engineering.

Students of conspicuous ability, industry, and attainments will be graduated "with distinction."

Students pursuing special courses will not be entitled to diplomas or degrees.

The following facts in regard to the conditions of admission may not prove uninteresting at a time when the subject-matter is so largely engaging the attention of educators:

#### CONDITIONS OF ADMISSION.

Applicants for admission to the freshman class must be not less than 16 years of age.

Entrance examinations, September 28 and 29.\*

#### GENERAL REQUIREMENTS FOR ALL THE COURSES.

**English:** An accurate knowledge of the principles of English grammar and of grammatical analysis. For the latter, Dalgleish's Grammatical Analysis is recommended.

The candidate will be required to write, as a part of the examination, a composition of at least 300 words on a topic selected by the examiners from some one of the works named below. No candidate that shows himself deficient in ability to write good English will be admitted into any of the courses.

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\*Students complying with the requirements announced in the catalogue are accepted.

Books indicated: Longfellow's *Courtship of Miles Standish*, Irving's *Sketch Book*, Dickens's *David Copperfield*, Hawthorne's *House of the Seven Gables*, and Scott's *Talisman*.

Mathematics: Algebra, through quadratic equations—the equivalent of the first 240 pages of Charles Smith's *Elementary Algebra*. Plane Geometry—the equivalent of W. B. Smith's *Introductory Modern Geometry*.

In addition to the above, the following special requirements are prescribed for the respective courses:

#### CLASSICAL COURSE.

Latin: 1. Translation at sight of simple prose,\* with questions of the usual forms and ordinary constructions of the language. 2. Translation into Latin of easy sentences, such as may be found in the first 58 pages of Gildersleeve's *Latin Exercise Book*, or in the first 54 pages of Collar's *Latin Composition*.

Greek: The translation at sight of easy Attic prose,\* with a sufficient knowledge of the common forms and constructions to translate into Attic Greek simple English sentences, such as may be found in the first twenty lessons of Jones's *Greek Prose Composition*, or an equivalent from Collar and Daniell's *Beginner's Greek Composition*.

#### LITERARY COURSE.

Latin: Same as in the classical course.

History: The leading facts of the history of the United States. Outlines of general history to the Middle Ages.

#### LATIN SCIENTIFIC COURSE.

Latin: Same as in the classical course.

History: Same as in the literary course.

#### SCIENTIFIC AND ENGINEERING COURSES.

Latin: Same as in the classical course; or

French: Reading of simple French prose at sight. Whitney's *Brief French Grammar* is recommended; or

German: Reading of simple German prose at sight.

History: Same as in literary course.

Applicants for admission to any advanced class or special course of the colleges will be examined on a fair equivalent of the studies previously completed by the class.

Graduates of the following-named schools will be admitted to the freshman class, without examination, upon the presentation of certificates from the principals of said schools attesting the preparation

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\* The passages set for translation from Latin and Greek must be rendered into good English. Teachers are requested to insist upon the use of idiomatic English as an essential part of the pupil's training in translation.

and fitness of the candidate upon the requirements above prescribed for admission to the respective courses.

Such certificate of the principal of the school should state in detail the studies pursued by the student, the amount of time devoted to each study during the year, the work actually done and the proficiency attained as shown by school record, with a general recommendation for conduct and studious habits. Printed forms of application can be obtained, upon application, from the secretary of the university.

Tulane High School.

New Orleans City High School.

L. C. Ferrell's Select School for Boys.

T. W. Dyer's University School.

Thatcher Institute, Shreveport, La.

New Iberia High School.

It is of great importance that all students shall enter promptly at the beginning of the session. A delay of a few days may affect injuriously the progress and standing of the student for the session.

#### COURSES OF STUDY RECOMMENDED TO HIGH SCHOOLS AND ACADEMIES.

The following courses of study are recommended to high schools and academies as suitable preparation for the freshman class. But, while the order of studies and books indicated are suggested as desirable, they are not treated as obligatory upon the schools and their candidates. Thoroughness of preparation and fullness of information in the subjects set down in the "conditions of admission" are the tests of scholarship for entrance.

Since the requirements for admission to the freshman class are as light as any college of good standing can permit, it becomes a matter of the first importance that the preparation should be thorough and satisfactory.

In the first year the studies should be the same for all pupils. The following studies are recommended:

1. Arithmetic reviewed and completed and algebra begun. Text-books: Wentworth's or Wells's practical arithmetic; C. Smith's or Taylor's elementary algebra; or equivalents.

2. History of the United States: Hansell's, Scudder's, Montgomery's, or Johnston's.

3. English language: Reading, dictation, grammar. Whitney and Lockwood's English Grammar, or an equivalent.

4. Latin: Collar and Daniell's Beginner's Book or Gildersleeve's Latin Primer.

*Second year.*—1. Algebra continued. W. B. Smith's Introductory Modern Geometry, or an equivalent.

2. English Analysis; practice in composition; dictation exercises.

3. History of Louisiana (for Louisiana pupils). Outlines of general history: Myers's, Barnes's, or Swinton's, to Middle Ages.

4. Greek: Beginner's Greek or Book Primer; one book of Xenophon. *Alternative, chemistry: Roscoe's Primer, with laboratory methods.*

5. Latin: Gildersleeve's Reader and Exercise Book, or ten lives of Nepos and Collar's Exercise Book; Books II and III of Cæsar. Alternative, French: Chardenal's First French Course; Super's French Reader.

*Third year.*—1. Original composition; Dalgleish's Analysis; Brooke's Primer of English Literature and Richardson's Primer of American Literature.

2. History: Former book continued.

3. Algebra and geometry of second year continued and completed. Halsted's Elementary Synthetic Geometry is also recommended.

4. Greek: Hadley and Allen's Grammar; Jones's Greek Prose Composition and Xenophon's Anabasis (three books). Alternative, Gage's Physics, with laboratory methods.

5. Latin: Cæsar (Books I and IV), and as much of Vergil's *Æneid* as practicable; continuation of writing Latin. Alternative, French: Chardenal's Second French Course, Larive et Fleury's *Deuxième Année de Grammaire*, reading of nineteenth century tales and comedies.

It has been deemed advisable to make no requirement in drawing of applicants for admission to college. But it will be remembered that it is one of the branches prescribed by the public school authorities of Louisiana, and that the most advanced and enlightened thought on educational matters throughout the United States recognizes it as an efficient agent in education, desirable in all cases as a mode of expression, and in scientific and technical studies as fundamental and absolutely necessary. Hence, it is urgently recommended to such schools as have adequate equipment and means that the instruction should be given by proper methods. The following is a well-considered outline of work adapted to the three years of high school study above recommended:

*First year.*—Free-hand drawing from elementary forms and from objects and plants.

*Second year.*—Free-hand drawing from objects, plants, and casts of historical ornament; elements of design; problems of plane geometry; constructive drawing.

*Third year.*—Free-hand and mechanical perspective; projections and developments of solids; design; constructive drawing to scale.

In the development of the university the attempt has not been made to provide extensive museums or curiosity shops for the gratification of mere sightseers. Such agencies of public instruction have their place, but they are not necessary adjuncts to a great university. A museum adapted to the teaching of students was instituted early in our history, and has been augmented by considerable annual accretions, principally through donations. While it gratifies the inquisitive spirit of the public, and amply suffices for the present needs of college students, it will require large additions to supply the wants of special students and advanced classes. Fortunately, the fauna and flora of Louisiana afford a field of almost unexampled wealth for the student of nature. The following is a brief account of the present condition of the museum:

The object of the Tulane Museum is to furnish opportunities of illustration and study, both to the classes of the university and to the public at large. To this end, the specimens have been grouped in departments with reference both to scientific order and convenience of examination.

*Mineralogy.*—In this department we have a classified series of over

1,500 specimens, representing about 300 species; also several local collections, showing rocks, ores, and other minerals from the various States and Territories.

*Geology and lithology.*—We have over 3,000 classified fossils of all ages, and a set of "Casts of celebrated fossils," nearly 700 in number. We have also a general stratigraphical series showing the rocks of the various periods from the Archæan to the Quaternary, and a special series illustrating the geology of New York.

*Botany.*—The Tulane Herbarium contains 12,000 to 15,000 specimens, representing over 4,000 species, American and European. This includes the collections of Dr. Josiah Hale and of Profs. John L. Riddell and William M. Carpenter, formerly deposited with the New Orleans Academy of Sciences.

The Herman Curtius Herbarium consists of about 8,000 specimens of German and Polish plants; the F. Lascar collection of about 300 European medicinal species. We have also collections of Louisiana plants, of woods, nuts, seeds, fungi, etc.

*Zoology.*—All the classes and nearly all the important orders of the animal kingdom are represented by specimens, dry, alcoholic, or stuffed, and about a dozen skeletons. There are also a number of beautiful models illustrating the lower forms of life.

*Anthropology.*—This department is still very incomplete, though greatly enriched during the past year, especially by the liberality of the Smithsonian Institution. The American section includes aboriginal bones and relics of various kinds—pottery, bows, arrowheads, stone axes and implements, etc.; also modern bows, arrows, ornaments, and domestic implements; also a few "war relics."

We have also a few curios from Asia, Africa, and Australia; but of special interest are two Egyptian mummies, with their cases and wrappings—one of them an official of high rank under Osorkon II, probably a contemporary of Asa, King of Judah.

*Educational and economical.*—The south gallery is occupied by specimens of the work of the drawing and manual training classes of the university and similar work done elsewhere, while the north gallery contains specimens of the building stones, ores, etc., of the various States.

The art museum embraces the Linton-Surget collection of works of art, donated to the city of New Orleans by the late Mrs. Eustace Surget, of Bordeaux, France, and by an ordinance of the city council placed under charge of the administrators of Tulane University; valuable historical portraits and marble statuary, donated by Mrs. C. B. Surget, of Bordeaux, France; the loan collection of Mrs. J. L. Harris and Mrs. Samuel H. Kennedy, of New Orleans, and a miscellaneous collection of bronzes, marbles, paintings, engravings, and other works of art, donated or loaned to the university.

The library is in two departments: The Fisk library, resting upon

a small endowment, with its ultimate title in the city of New Orleans, and the Tulane library, the creation and property of the university.

The Fisk library contains about 14,000 volumes and is increased yearly at the rate of about 500 volumes. It contains the best standard works and current literature, including all the leading literary periodicals. The reading room of this library is open to the public from 9 a. m. to 5 p. m., and is largely attended by an intelligent class of readers. Every facility is given to readers for finding the books and information they desire.

The Tulane library contains valuable scientific and literary publications, and is a depository of public documents; constant accessions are made to it through donations and purchase. It already contains about 15,000 volumes, embracing many choice literary and scientific works.

The scientific section is constantly receiving accessions of valuable publications, either by purchase or by exchange of the publications of the New Orleans Academy of Sciences with the leading scientific bodies of the world. Readers and students in this section have access to the large and very valuable private library of Professor Ordway, which is constantly receiving additions of new books as they are published.

The literary section contains the best editions of standard French and English authors, and fine editions of the Latin and Greek classics.

The collection of public documents has been steadily augmented, and now contains about 5,000 volumes.

The principle adopted for the purchase of books for the Tulane library, in view of the smallness of the appropriation available, is to buy first all books required by professors and students for study and research. The result has been very satisfactory.

#### ACADEMIC CORPS.

The regularly matriculated students of the colleges constitute its academic corps and elect a board of directors, to which for the past eight years has been intrusted the general discipline of the academic corps. This system has worked satisfactorily.

#### DISCIPLINE.

Tulane University is, in tone, Christian, but not sectarian. This is the spirit it strives to inculcate. The discipline of the institution is mild, but firm. The students are presumed to be gentlemen, and a high standard of honor and truthfulness is inculcated and maintained. When a student is found deficient in either, or is so delinquent in industry or punctuality as to offer a bad example to his comrades, his parents are respectfully notified to withdraw him. Habitual immorality, or any gross breach of discipline, is visited with suspension, dismissal, or expulsion, according to the circumstances.

In order to avail itself of the full benefit of parental aid and control in securing good conduct and punctuality, the university advises parents immediately of all cases of bad conduct, absence, or tardiness by their sons. Monthly reports of class standing, progress, and conduct are also sent, and, at the end of each term, a circular summarizing those facts, together with the results of his examinations, but no marks or relative grading are made known.

Students whose parents do not reside in the city are required to have a guardian, who shall stand in the place of a parent, and to whom reports are made.

University students will be allowed the fullest freedom consistent with good order.

Each college class elects a president, vice-president, and secretary, the 3 lower classes at the beginning of each term, the senior class for the year. These 12 students constitute the board of directors, of which the president of the senior class is ex officio president, the president of the junior class vice-president, and the two other presidents secretaries.

The discipline of the colleges is chiefly controlled by this board, to which is committed the good order of the institution, the enforcement of college rules and police regulations, and the maintenance of a high standard of moral conduct and gentlemanly bearing among the students. It acts as a court of honor in all quarrels and allegations of cheating, or other unbecoming conduct. Its findings are submitted to the president and by him approved, or referred to the faculty for revision. A student has an appeal from its decisions to the faculty. This system has worked with very little friction since the organization of Tulane University, and it is believed will suffice as the institution expands. Of course absences and neglect of studies have to be regulated by the executive head of the college; heretofore by the president, hereafter by the deans of the respective colleges.

#### MEDALS.

Special prizes for marked excellence and for superior attainments are annually given upon commencement day in the form of gold medals. These are designated as—

I. Glendy Burke medals, which are awarded, one for elocution, one for superior attainments in mathematics, and one for an English essay.

II. The Judah Touro medals, awarded for excellence in Latin, in Greek, and in ancient history.

III. A Louis Bush medal, for the best essay in the French language.

No medal is awarded except when marked excellence is exhibited in the subject of the competition.

In all cases where the awarding of medals is not distinctly specified by terms of the donation, the students must compete on the basis of work above and beyond the prescribed course, said work to be assigned by the faculty at the end of each session for the succeeding session.



All medals, except the one for elocution, are open to competition on the part of all undergraduates. In the case of the elocution medals, however, competition is restricted to such undergraduates as are members of literary societies recognized by the faculty. But no medal shall be awarded to any student who has failed or been conditioned for the session at the close of which it is awarded.

The Glendy Burke, Judah Touro, and Louis Bush funds, from the proceeds of which these medals are given, were donated for the purpose by the generous persons whose names they bear, and who have thus become identified with the history of the university.

It is an interesting fact that, though the Glendy Burke fund was created before the war, the medals were never conferred until 1881, and then by the donor in person. Later in the same day he died.

#### LITERARY EXERCISES.

General literary exercises for the purpose of encouraging the arts of essay reading and elocution will be held weekly in the assembly hall of the College of Arts and Sciences. The exercises will be under the immediate direction of the faculty, the members of which will criticise and correct the several efforts of the students.

Students are urged to join one of the literary societies of the university, which are recognized as agencies of great value and importance in the same direction. Contestants for the Glendy Burke medal for elocution must be members of one of these societies and recommended for the contest by a majority vote of their respective organizations.

#### SCHOLARSHIPS.

The university grants about 175 scholarships, in collegiate departments, which are filled by nominations from the State senators and representatives, board of administrators of the Tulane educational fund, and by the mayor of New Orleans.

The number of free scholarships during the past season has been—

In the high school .....	39
In the college .....	66
In the university .....	20
Total .....	125

By whom appointed:

Representatives .....	37
Senators .....	18
Mayor of New Orleans .....	8
Board of Administrators .....	26
Public and private schools .....	6
Sons of professors .....	10
University students .....	20
Total .....	125

Tulane University has sedulously sought to extend the benefits of the higher education to every part of the State by urgent invitation to

State senators and representatives to fill the free scholarships from their respective districts, and by granting free tuition liberally to meritorious and needy students. Thus, in the nine years last past, from 1884 to 1893, Tulane University has given free tuition amounting to 903 annual sessions, of which 525 were filled by appointment of members of the legislature, 88 by the mayor, and 290 by the Board of Administrators. Some of these have remained as much as nine years under the instruction and care of the institution. Avoiding duplicate registration, the actual attendance of free students during the nine years has been 412, appointed as follows: By members of the legislature, 260; by the mayor, 30; by the Board of Administrators, 122; total, 412. More than one-half of the students above high-school grade enjoyed free tuition during the past session. This has been cheerfully granted, but it is felt that those who are able to pay tuition should do so, as otherwise the resources and efficiency of the institution would be seriously impaired. The total amount of free tuition granted in the period named, at the rate paid for tuition, and of gratuities to indigent students, is \$67,869.46; and in 1892-93 alone Tulane University contributed in this way \$13,349.46. Twenty graduate or university students were thus encouraged during the year. It is our aim to help all who deserve help in the direction of higher education.

The attendance of students has been as follows for the session of 1893-94, besides 20 in the university department of philosophy and science:

By class:

Senior class .....	21
Junior class .....	19
Sophomore class .....	42
Freshman class .....	48
Specials .....	6
Total .....	136

By course:

Classical .....	23
Literary .....	33
Scientific .....	17
Engineering .....	57
Special .....	6
Total .....	136

BOARD AND LODGING.

Students can obtain board and lodging at from \$20 to \$25 per month in approved boarding houses or private families. The university authorities pay particular attention to placing them, according to the wishes of their families, under such religious or social influences as may be indicated. Special arrangements are made through leading

gentlemen with Roman Catholic, Protestant, and Jewish families of culture, and of American, French, German, or Spanish nationality, to receive our students as boarders. They thus have the religious and social influence desired, and the opportunity to obtain a familiar knowledge of the modern language in which they specially wish practice.

#### EXPENSES.

The tuition fee is \$80.

In the law department the annual charge is paid in advance, at matriculation.

Candidates for the degree of doctor of philosophy are exempt from tuition fees.

Students furnish their own books, drawing instruments, and drawing utensils, and are required to pay the cost of the apparatus which may be broken or damaged by them in the laboratories, and also any other damage to the university property.

There are no extra charges.

The foregoing gives the development of the academic department of Tulane University into its two colleges for young men.

#### THE H. SOPHIE NEWCOMB MEMORIAL COLLEGE.

But in giving an account of the university department and of the evolution of the academic department, it has been necessary to disregard a strict chronology and to pass by for the moment one of the most interesting features of Tulane University—the college for women. Mr. Tulane, when he made his donation, was quite willing that whenever his fund could be made available without detriment to its main purpose, women might share in its benefits; but he had chiefly in view the education of men, and often stated in conversation that he would dislike to see the efficiency of his foundation impaired by any large diversion of it toward female education. His administrators respected his wish, and their original plans were made for men alone. After the university was organized and people began to forecast its usefulness, a general aspiration was evinced in the city of New Orleans that some way might be found to extend the higher education to the daughters as well as to the sons of Louisiana. The answer came in this wise:

Mrs. Josephine Louise Newcomb, *née* Lemonnier, of New York City, was the widow of Warren Newcomb, formerly a highly esteemed sugar merchant of New Orleans, where he accumulated a large fortune in business. Though a native of Massachusetts, his warmest sympathies were with the Confederate States, and after the war both he and his wife displayed an almost unexampled liberality in their gifts to needy friends and relations in the South. Among his public donations was one of \$10,000 to Washington College, presided over by Gen. Robert E. Lee, whom he greatly admired; a gift afterwards

largely supplemented by his widow, who erected there a library building as a memorial to Mr. Newcomb.

Mr. Newcomb did not long survive the war, and in December, 1870, his widow had the inexpressible grief to lose her only child, Harriet Sophie Newcomb, a lovely and interesting girl of 15. This only daughter, just budding into early womanhood, united rare graces of person and character, and left in the bereaved mother's heart a void that nothing could fill. Left desolate and practically alone in the world, Mrs. Newcomb's life was passed in good works and in innumerable deeds of kindness, which she sought to hide from the knowledge of others. But she felt in full measure the obligations imposed by the stewardship of wealth, and isolated acts of charity and benevolence did not fill her sense of duty to her fellow-creatures. Moreover, a natural sentiment prompted her to perpetuate the memory of her beloved daughter, and developed in her mind a steadfast purpose to devote a large portion of her estate to the establishment of some institution that would consecrate the name of her child by its manifest benevolence and usefulness.

The form this memorial should take was not decided on by her until 1886, when the suggestion of a college for young women in New Orleans met a ready response in a mind at once practical and elevated. Here her early days had been passed, here she had spent the happy years of her married life, here still lived many of the choicest friends of her youth, and here, surveying every aspect of the case, she saw the largest opportunity for the exercise of her beneficence on such an institution as she contemplated. With characteristic prudence, however, she limited her first donation to \$100,000, and when she had witnessed and approved the various steps taken for the establishment of a school that fully met her views she added her gifts freely and generously to the original endowment, meeting every need as it arose in the development of the college. The following is her original letter of donation:

NEW YORK CITY, *October 11, 1886.*

MESSE<sup>RS</sup>. RANDALL L. GIBSON, CHARLES E. FENNER, JAMES McCONNELL, T. G. RICHARDSON, EDWARD D. WHITE, EDGAR H. FARRAR, P. N. STRONG, BENJAMIN M. PALMER, SAMUEL H. KENNEDY, WALTER R. STAUFFER, CARTWRIGHT EUSTIS, HENRY GINDER, JOHN T. HARDIE, ROBERT M. WALMSLEY, WILLIAM F. HALSEY, JOHN N. GALLEHER, JOSEPH C. MORRIS, SAMUEL D. McENERY, WARREN EASTON, AND J. V. GUILLLOTTE, THE ADMINISTRATORS OF THE TULANE EDUCATIONAL FUND.

GENTLEMEN: In pursuance of a long-cherished design to establish an appropriate memorial of my beloved daughter, H. Sophie Newcomb, deceased, I have determined, at the instance of my friend, Col. William Preston Johnston, to intrust to your board the execution of my design.

Feeling a deep personal sympathy with the people of New Orleans, and a strong desire to advance the cause of female education in Louisiana, and believing also that I shall find in the board selected by the benevolent Paul Tulane the wisest and safest custodian of the fund I propose to give, I hereby donate to your board the sum of \$100,000, to be used in establishing the H. Sophie Newcomb Memorial

College, in the Tulane University of Louisiana, for the higher education of *white* girls and young women.

I request that you will see that the tendency of the institution shall be in harmony with the fundamental principles of the Christian religion, and to that end that you will have a chapel or assembly room in which Christian worship may be observed daily for the benefit of the students. But I desire that worship and instruction shall not be of a sectarian or denominational character. I further request that the education given shall look to the practical side of life, as well as to literary excellence. But I do not mean in this my act of donation to impose upon you restrictions which will allow the intervention of any person or persons to control, regulate, or interfere with your disposition of this fund, which is committed fully and solely to your care and discretion, with entire confidence in your fidelity and wisdom.

Invoking the favor of Divine Providence for your guidance in the administration of the fund, and for your personal welfare,

I am, very respectfully, your obedient servant,

JOSEPHINE LOUISE NEWCOMB.

Mrs. Newcomb vested this endowment in the administrators of the Tulane educational fund in the full confidence of their ability and fidelity in the administration of so important a trust. Her design was the establishment of an institution for the higher education of white young women and girls, which, while it looked to solid learning, should yet afford opportunities for practical and industrial studies. The institution was intended to supplement, not to interfere with, the excellent female schools of the city, and was in spirit Christian, but not sectarian. By act of the administrators it was established as a department of Tulane University.

It was the aim of this college to offer to the young women of Louisiana and the adjoining States a liberal education, similar to that which was given to young men by Tulane University, and to young women also by other institutions of the first rank in distant parts of the United States.

The last ten years have witnessed an extraordinary impulse to the cause of female education elsewhere. Colleges similar to this have sprung up in various localities and have been filled to overflowing, while in our own community the increasing desire for similar advantages has arisen to an imperative demand.

To meet these educational needs a system of instruction was devised, which was believed to be liberal, thorough, and specially adapted to the prevailing conditions. The success which attended the opening of the college and the gratifying results of its work thus far in its history encourage the belief that the effort which is here being made to establish in Louisiana a female college of the first rank has been appreciated, and that the college will continue to receive the support necessary to its future usefulness and prosperity. By the generous liberality of its founder the endowment fund has been recently increased, and the administrators are thereby enabled to offer increased facilities for thorough instruction. An academical department, separated

from the college proper, while remaining under the same general management, was established, properly equipped, and provided with opportunities for study and recitation specially adapted to its grade of work. A faculty and staff, thirteen in number, was appointed under the presidency of Prof. Brandt V. B. Dixon. Mr. Dixon was a master of arts of Cornell University, and had enjoyed a varied experience as engineer, chemist, and teacher. As principal of the St. Louis High School he had won from Dr. W. T. Harris and other eminent psychologists and educators encomiums as teacher and practical administrator. Thus fitted for the important charge to which he was called, Mr. Dixon was likewise appointed professor of psychology in Tulane University as well as president of the H. Sophie Newcomb College. His career in both positions for the past eight years has justified all that was predicted of his usefulness. To him is largely due the greatly increased interest in metaphysical and philosophical studies that has arisen in New Orleans, while the growth and popularity of the H. Sophie Newcomb College is fairly to be attributed to the kind, just, and liberal character of its inner workings.

The first site selected for the college was a beautiful building, originally designed as a residence, on the corner of Camp street and Howard avenue. The rapid movement of population up town and the difficulty of expanding freely in its original locality induced Mrs. Newcomb to donate the square of ground on Washington avenue and Sixth, Camp, and Chestnut streets, several acres in extent. It was already occupied by a stately mansion erected by the late James Robb, which was enlarged, improved, and adapted to present uses, and which still constitutes the central feature of the group of buildings since built or projected. The ample grounds were shaded by spreading live oaks, magnolias, palms, and other handsome forest trees, and by beautiful shrubbery. Under these leafy coverts the students find fair opportunity for open-air exercises and outdoor study.

A large building was subsequently erected which accommodates laboratories for chemistry, physics, and biology, and offers temporary quarters for the academy. In it also is contained a large gymnasium, fully equipped for all the wants of the students. An art building provided with every facility for the study and practice of industrial and fine arts is in the process of erection.

The new art building will contain art galleries, studios for oil and water-color classes, life classes, drawing, design, cast drawing, wood carving, clay modeling, casting in plaster, etc. Instruction will be given in the elements of sculpture, manufacture, and ornamentation of pottery, etc. A kiln for burning pottery and terra cotta will be erected. It is expected that this building will be completed and equipped by the opening of the session of 1894-95.

## BOARDING DEPARTMENT.

The demand for a boarding department has led to the erection of the "Josephine Louise House," named in honor of the beloved founder of the college. The building is situated on Washington avenue, directly opposite the college grounds, and will be opened for the reception of students in October, 1894. It is provided with the most approved appliances for the care and comfort of its inmates. Steam heating and electric lighting are used throughout, and in the construction every sanitary precaution has been taken.

The care of the students is intrusted to a competent lady in charge and resident teachers, who will maintain a correspondence with parents or guardians whenever necessary or desired.

The college year is divided into three terms, and the several charges for board will be as follows:

First term, October 1 to December 22 .....	\$60
Second term, January 2 to March 26 .....	60
Third term, March 26 to June 20 .....	55
Total .....	175

This does not include tuition. Washing is extra at reasonable rates.

Each student furnishes her own napkins, towels, mosquito bar, and bedding.

In the coordination of studies in the Newcomb College, science and art had an equal opportunity with the languages, and have been developed in full proportion in the growth of the institution. With due regard to actual surroundings a consistent effort has been made to elevate the standard both of admission and graduation, and the progress in this direction has been steady and eminently satisfactory. Not long ago the superficial accomplishments of the old-fashioned ladies' finishing school formed the highest ideal of female education in this section. All this has gone, and the solid attainments made by a considerable number of young women in the higher walks of education have fixed a new standard to which a large class of able and active minded girls aspire. No attempt has been made at the impracticable, and the change in sentiment and endeavor has been healthy and normal. While all has not yet been achieved that is desired, the programme of courses of studies, including the preparatory course as taught in the academy, is here given, to mark the point already attained in the development of the college.

## PREPARATORY COURSE.

A regular preparatory course is a part of the present system. For admission to its classes the applicant should be well qualified in the following subjects: Arithmetic, through percentage; outlines of United States history; geography; English grammar.

The course of study will include those subjects which are required for admission to college. The detailed statement is as follows: Higher arithmetic; Wentworth's algebra, through quadratic equations; Wentworth's geometry, six books; Collar and Daniel's Latin lessons; Caesar, *De Bello Gallico*, four books; Virgil, *Æneid*, two books; English, rhetoric and literature; general history; physical geography; physiology; French, drawing, physical culture.

For admission to the classical course in college Greek will be required. This will be taught one year in place of French. First lessons, and Xenophon's *Anabasis*, one book.

For admission to the modern-language course in college German will be required. This will be taught one year in place of Latin.

No student will be entitled to a certificate of admission to the college until all the studies of the prescribed course shall have been satisfactorily completed.

#### COLLEGE COURSES OF STUDY.

Students of the college may select any one of the three courses of study, the classical, scientific, or modern language, each of which presents a well-rounded curriculum, and leads to the degree of bachelor of arts or bachelor of science.

Graduates from the college will be admitted to the university courses of study in Tulane University on the same conditions as the young men graduating from the College of Arts and Sciences or the College of Technology.

The satisfactory completion of special or optional studies will be rewarded with a special certificate setting forth the amount of work accomplished.

On examination of these courses of study, it will be noticed that prominence has been given to the study of art, which is required in certain classes and made elective in others. No extra charge is made for this study, and it may be continued as far and in as many directions as the time and inclination of the student and the judgment of the faculty may permit. These opportunities are offered in the conviction that the advantages to be derived are of the highest value in the cultivation of correct taste, at the same time that it offers desirable relaxation from the more exacting work of the class room.

No idea can be more mistaken than that art education has for its object the preparation of the student for the vocation of an artist. Its successful pursuit does not, therefore, depend upon special talent any more than in the case of mathematics or the languages; but, like them, is designed to develop and strengthen certain faculties. Simply stated, the study of art has a twofold purpose; on the one side it trains the eye and hand and develops the sense of mastery over material; on the other it cultivates an intelligent appreciation of the beautiful through the study and imitation of masterpieces of art and in original design.

A well-rounded art education demands as careful preparation as is required for any other line of study. It is necessary, therefore, that as great care should be given to the first few years of art training



as is required in the usual academic studies. Only after a thorough course of study and practice is the student qualified to elect and pursue a special branch.

#### SPECIAL STUDENTS.

Although students are strongly urged to take one of the regular courses, it may nevertheless occur that, for various reasons, some will decide to pursue a partial course or confine their work to a single branch. For such special students provision will be made, and each one who shall complete with credit the work prescribed in any study shall be entitled to a certificate of excellence. These special courses will be of value to those who intend to prepare themselves for teaching some particular branch, or those who, having completed their school or college career, nevertheless are unwilling to abandon further intellectual pursuits, and desire to devote a part of their time to the prosecution of some favorite study. Advanced courses in language, chemical and physical laboratory, French and English literature, history, and psychology will be given to classes which may be formed.

#### COURSES OF STUDY.

##### *Freshman year.*

##### ALL COURSES.

Mathematics: Geometry completed, higher algebra .....	*4
English: Rhetoric, exercises and essays .....	3
History: Ancient nations, topical study .....	2
Physics: Experiments and laboratory practice .....	3

##### MODERN LANGUAGE COURSE.

French: Grammar and composition; conversation .....	3
German: Grammar and translation .....	3
Electives †—	
Latin .....	4
Industrial drawing .....	6

##### SCIENTIFIC COURSE.

Latin: Virgil, Æneid, third, fifth, and sixth books; Cicero, 4 orations .....	4
Drawing: Industrial drawing and design .....	6
Electives—	
French .....	3
German .....	3

##### CLASSICAL COURSE.

Latin: Virgil, Æneid, third, fifth, and sixth books; Cicero, 4 orations .....	4
Greek: Xenophon, Anabasis, 3 books; Homer, Iliad, 2 books .....	4
Electives—	
French .....	3
German .....	3

\* Numerals indicate the number of recitation periods per week.

† One of the electives offered is required.

*Sophomore year.*

## ALL COURSES.

Mathematics: Trigonometry .....	4
Literature: Study and criticism, 12 essays .....	3
Chemistry: Theory, experiments, and laboratory practice .....	4
History: Rome, topical study .....	2

## MODERN LANGUAGE COURSE.

French: Histoire de France, exercise, conversation .....	3
German: Selected translations, conversation .....	3
Electives—	
Latin .....	4
Design and decoration .....	6

## SCIENTIFIC COURSE.

Latin: Livy, twenty-first book; Cicero, De Amicitia; Horace, Odes, etc. ....	4
Drawing: Design and decoration .....	6
Electives—	
French .....	3
German .....	3

## CLASSICAL COURSE.

Latin: Livy, twenty-first book; Cicero, De Amicitia; Horace, Odes, etc. ....	4
Greek: Homer, selections from Odyssey, Lysias, Herodotus .....	4
Electives—	
French .....	3
German .....	3

*Junior year.*

## ALL COURSES.

History: Mediæval and modern, topical study .....	2
Astronomy: First half year .....	3
Geology: Second half year .....	3

## MODERN LANGUAGE COURSE.

French: Manuel de la Littérature Française, etc. ....	3
German: History of German Language; German mythology .....	3
English: Standard authors .....	3
Electives—	
Latin .....	4
Mathematics .....	4
Art-studio work .....	6
Physics and chemistry .....	4
Biology .....	4
Two electives are required in this course.	

## SCIENTIFIC COURSE.

Mathematics: Analytical geometry .....	4
Physics: First half year, laboratory practice .....	4
Chemistry: Second half year, laboratory practice .....	4
Biology .....	3
Electives—	
Latin .....	4
French .....	3
German .....	3
Art-studio work .....	6

*Junior year—Continued.*

## CLASSICAL COURSE.

Latin: Pliny; Tacitus; Juvenal.....	4
Greek: Plato; Demosthenes.....	4
English: Standard authors.....	8
Electives—	
French.....	3
German.....	3
Mathematics.....	4

*Senior year.*

## ALL COURSES.

History: Constitutional history.....	2
Psychology: Empirical and rational.....	3
English: Criticism and essays.....	2

## MODERN LANGUAGE COURSE.

French: Les Ecrivains Modernes de la France, etc.....	3
German: Selected classical plays, German literature, etc.....	3
English: Saxon grammar and reader. Beowulf.....	3
Electives—	
Latin.....	4
Mathematics.....	4
Art-studio work.....	6
Physics and chemistry.....	6

## SCIENTIFIC COURSE

Mathematics: Differential and integral calculus.....	4
Physics: First half year, laboratory work.....	6
Chemistry: Second half year, quantitative analysis.....	6
Electives—	
Latin.....	4
French.....	3
German.....	3
Art-studio work.....	6

## CLASSICAL COURSE

Latin: Cicero; Terence; Lucretius.....	4
Greek: Thucydides; Euripides.....	4
Electives—	
French.....	3
German.....	3
Mathematics.....	4
Physics and chemistry.....	6
Art-studio work.....	6

*Normal art courses.*

*First year.*—Study of form, with lime and clay; cast drawing; free hand perspective; drawing from plants; elements of design; geometry; working drawings; elements of shading in charcoal.

*Second year.*—Cast drawing, in light and shade, with charcoal; mechanical perspective; sketching from models and still life; drawing from plants; historic ornament; decorative design; orthographic projection; working drawings.

N. B.—As soon as fair proficiency in drawing is attained the student will be *admitted to the life class.*

*Third year.*—Water-color painting; harmony and chemistry of color; color design; drawing from life; drawing from cast, in light and shade (provisional); projections of solids and shadows; history of sculpture.

*Fourth year.*—Oil painting; drawing and painting from life; modeling in clay; casting in plaster of paris; design for reliefs; pen drawing; etching (optional); wood carving (optional); history of painting.

N. B.—Students intending to become teachers are afforded an opportunity of assisting in the lower grades of academic drawing, taking the entire charge of a class in alternation with the professor.

#### *Studio classes.*

Students may pursue any of the following special studies in art without entering the regular course:

*Free-hand perspective or model drawing.*—This study teaches the principles that underlie sketching from nature and from still life.

Class Tuesday and Thursday, 12.30 to 2 p. m.

*Cast drawing.*—The cast model is used only to overcome the first difficulties of drawing and of light and shade. Admission to the life class is made as soon as the proportions of the head and figure are fairly understood.

Class Monday, Wednesday, and Friday, 12.30 to 3.30.

*Design.*—This is the most important study in the useful arts. Careful attention, therefore, is given to it. After the theory has been mastered efforts are directed to its practical application.

Class Monday and Friday, 2 to 3.30.

*Clay modeling.*—Modeling is conducted by the use of cast examples, draperies, and living models. Casting with plaster of paris is taught in this class.

Class Tuesday and Thursday, 12.30 to 2.

*Wood carving.*—Application of carved designs to useful articles is made as soon as sufficient excellence is attained in the use of tools.

Class Tuesday and Thursday, 12.30 to 2.

*Water-color painting.*—Every facility is given for still-life and figure painting. The extensive grounds of the college afford excellent opportunity for study in the open air.

Class Tuesday, Wednesday, and Thursday, 9 to 12.

*Oil painting.*—Oil painting is conducted by the study of still life and the living model, head, and draped figure.

Class Tuesday, Wednesday, and Thursday, 9 to 12.

Only those pupils are admitted to the water-color and oil painting classes who have given proof of ability to draw still-life groups, or who are willing to carry on the course in model drawing at the same time.

*Life drawing.*—Since drawing from life is the highest and most important study in art training, every effort is made to insure its efficiency. A costume model poses every day from 9 to 12, the instructor spending Monday and Friday mornings with the class.

*Mechanical drawing.*—A wide field of work is opened to women in architectural drafting, perspectives, tracings, etc. A course of preparation for such work is here offered, and includes the study of geometry, orthographic, and isometric projections, perspective, and working drawings.

#### DEPARTMENT OF PHYSICAL EDUCATION.

*System and equipment.*—The department of physical education forms part of the regular college course, no extra charge being made to students taking the full course. This department is in charge of a special instructor, a graduate of the Posse Normal School of

Gymnastics, Boston, Mass. The Swedish system of training is used. Æsthetical gymnastics, adapted from the Delsarte philosophy of expression, and voice work are also included in the course.

The gymnasium in the new academy building recently erected has been built with careful attention to the needs of the system, and is equipped with such appliances as experience has proved useful in general training and in the treatment of particular physical defects.

*Need of physical education.*—There is a growing recognition in this as well as in foreign countries of the need of combining physical training with mental work. Only where these are properly united can the best educational results be secured. Many physical disorders can be prevented or even cured by wise hygienic training. To insure the continuance of good health it is essential that young women who, as students, lead sedentary lives should have the regular healthful physical exercise which this department affords.

On this account physical training has been added to the work required of all students, except such as are excused by written request of parent or guardian. It is earnestly requested that no excuse be given except for urgent cause.

*Special classes.*—Persons who are not otherwise connected with the college may be admitted to the gymnasium at charges in accordance with the nature of the course chosen.

*Normal course.*—Prof. B. V. B. Dixon, lecturer on psychology; Evelyn M. Ordway, professor of chemistry; Clara G. Baer, instructor of anatomy and physiology, instructor in pedagogical gymnastics.

The demand for teachers of physical education is steadily increasing. A normal course has therefore been arranged in which the effort has been made to secure thorough instruction in such branches as pertain to this special subject. The course therefore includes lectures in chemistry, with laboratory practice; anatomy and physiology; the kinesiology of the Swedish system; Delsarte and lectures on the psychology of exercise, in addition to work in the gymnasium and drill in pedagogical gymnastics.

*Text-books.*—Introduction to Chemical Science, Williams; Quiz-Compend of Anatomy, Dr. Potter; Quiz-Compend of Physiology, Dr. Brubaker; Swedish Educational Gymnastics, Baron Nils Posse; Handbook of Swedish Gymnastics, Baron Nils Posse; Society Gymnastics, etc., Stebbins.

*Tuition per term (one-third college year).*

Class exercises, three hours per week .....	\$3
Class exercises, five hours per week .....	8
Normal course .....	15

The course as at present arranged may be completed in one year.

A certificate is given all students who satisfactorily complete the course.

*An investigation of these courses of study and of the requirements*

for admission and attendance on special courses evinces much greater freedom than has been permitted to the young men in Tulane College. This is not the result of caprice, but from a well-settled belief that in the training or gymnastic period of education a larger liberty of election should be accorded to young women than to young men. Moreover, an earlier entrance on social or domestic duties and on married life would preclude many of the most zealous students, especially in art, unless they were permitted the privilege of partial courses of study, which illuminate, without trespassing upon, the more imperative duties of life.

There are three scholarships of \$1,500 each, instituted, respectively, by Mrs. Ida A. Richardson, of New Orleans; Mr. B. C. Wetmore, of New York City, and the Board of Administrators, which cover tuition in the college, and these are awarded to the graduate of the New Orleans city high schools of the last graduating class, recommended by the principal, and who shall make the highest record in a competitive examination held at the college.

#### LIBRARY.

The college library has been carefully selected and contains only standard works. Special opportunities are offered to the students in the use of these books, and a certain amount of library work is required in connection with their college studies.

#### TUITION.

The scholastic year is divided into three terms, for which the tuition is as follows:

	Prepara- tory.	College.
First term—Oct. 1 to Dec. 22 .....	\$30	\$35
Second term—Jan. 2 to Mar. 26 .....	25	35
Third term—Mar. 26 to June 20 .....	25	30

For special single studies other than art and physical culture, per term, \$12.  
All dues are payable in advance.

The session extends from October 1 to the third Wednesday in June.

#### AIDS TO GENERAL EDUCATION.

The foregoing statement completes what may be called a history of the academic and professional work of Tulane University, but to realize the spirit in which it has been administered it is necessary to give briefly an account of some of its educational efforts outside the strict bounds of the scholastic sphere. Note has already been made that at the time of the organization of the university education was at a low ebb in Louisiana. The culture of the State in the period before the sectional war had been very varied. Many Creoles of

wealth, a very numerous class, sent their sons to France for their education, and they returned with a very distinct imprint upon them of their residence abroad. Many rich planters sent their sons to Virginia, New England, or Princeton, and those youths brought back the traditions of the great seats of learning in the East to adorn and dignify their homes. New Orleans was the gay, luxurious, and affluent metropolis of the South, and there commerce and professional ability alike opened avenues to the gifted and aspiring.

The social culture of the upper classes had, with a tone of its own, not altogether Gallic nor altogether American, reached a very high plane, and its traces are yet found in a prevalent amenity that has survived the rage of revolution and the distress of reconstruction. But in 1884 a generation of poverty and despondency had brushed away all the bloom of this almost unique civilization and left nothing to replace it. True, hope had reanimated many hearts, and that sturdy American spirit that battles to the last was striving to reorganize and reform the disintegrated elements of society. It has been a slow process, and the struggle has not ended. Into this turmoil Tulane University was born. There were few schools worth speaking of above the primary grade, little education of the people, little aspiration or thirst for it anywhere apparently, little environment in which it could dwell, little atmosphere for it even to breathe in. Yet all around were well-educated men and women who had lost none of the charm of an earlier day. And native talent was distributed in profusion among this cosmopolitan population, and aspiration was breathed from the lowly like a sigh and not in the trumpet tones of a sovereign people.

Tulane University had not stripped for her academic career, and could not under these circumstances; and therefore it was manifestly called to aid in creating an educational atmosphere, to make and sustain an academic environment, and to constitute itself for the time being the nucleus around which the literary and scholarly forces could crystallize and take form. It is astonishing what small helps and encouragements will stimulate the talented and energetic to activity and ultimate success. Such frequent acknowledgment has been made to the writer of what has been accomplished in the directions stated that it must be left to other hands and times to sum up the results. But the simple means adopted were those dictated by the narrow resources of the institution and the obvious needs of the community.

In the first place the library, museum, and lecture halls of the university were thrown open to the public with an unrestricted hospitality. All professional, educational, literary, and charitable societies enjoyed the gratuitous use of its assembly room on public occasions, when no sectarian object was involved, and hundreds of meetings have been held there. An extensive system of free public lectures

was maintained, in which the effort was sedulously made to interest the public in literature, science, and art and to encourage a taste for the more elevated pursuits of life. The lecturers have been professors in the university or eminent scholars and educators invited from other places for this purpose. At the request of those most interested, these have been exchanged, for several years, for university extension lectures, which have met a very gratifying success. For several years an annual course of about forty free lectures was delivered by Dr. S. E. Chaillé, the dean of the medical department, to large audiences, principally ladies, on physiology and hygiene. All the teachers of the public schools availed themselves of this instruction, and thus a knowledge of these important branches has found its way into every part of the public-school system. During the winter of 1893-94 the drift of literary curiosity and research has been into Shakespearian channels, and scarcely less than a hundred lectures have been delivered in the city on this author alone. A number of literary clubs and societies have existed now for some years, chiefly among the ladies and among a class formerly devoted to mere fashionable amusement, with a product as cheering as it was unexpected. The literary women of New Orleans are now recognized everywhere in the Union as having a distinct place of their own and of a very high order. This they are generally fain to ascribe, in large measure, to the influence of Tulane University.

Occasional courses in mathematical studies have been carried on at night for the benefit of mechanics and other men employed during the day.

But the most systematic and thorough effort to extend some portion of the blessings of education in directions where they were needed and difficult to obtain has been through the medium of the free drawing school. It was established at the beginning of the Tulane régime. All the public-school teachers were required to know drawing, and there were no means for them to acquire it. They were all taught in this school. No applicant for admission to the school has ever been rejected except for immaturity or being a pupil of another school. No one has ever been required to leave the school. It is hard to estimate how much it has done for the artistic and industrial improvement of the city.

The free drawing school of Tulane University during the session of 1893-94 completed the ninth year of its existence. While it has been somewhat apart from the strict line of university work, it has conferred benefits upon the general public in the elevation of popular intelligence and in the special training of individuals in both practical and æsthetic matters, in industrial drawing and the fine arts.

The Saturday morning classes have been attended by ladies, many of them teachers in our public schools, members of the normal classes, and others seeking to increase their knowledge of an art useful to



them in their work or conducive to larger enjoyment of their tastes. The attendance has been good, and the students have manifested commendable zeal in their efforts.

The evening classes, composed of mechanics, apprentices, clerks, and other young men engaged in some industrial pursuit during the day, have steadily grown in interest from year to year. The attendance during the past session has been larger than before, and satisfactory results have been secured by the earnest and faithful efforts of the students under the instruction of Professor Woodward and his assistants.

The attendance the past session in the several classes, as follows, illustrates the scope and extent of the work:

#### SATURDAY CLASSES FOR WOMEN.

Drawing, advanced perspective .....	24
Drawing, elementary perspective .....	37
Mechanical drawing, elementary .....	18
Mechanical drawing, advanced .....	4
Design .....	11
Historic ornament .....	34
Figure sketch .....	13
Advanced sketch, head sketch .....	9
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#### EVENING CLASS FOR MEN.

Sketch (figure 7, head 7) .....	14
Free hand, senior .....	4
Free hand, junior .....	11
Free hand, elementary .....	23
Mechanical, senior .....	1
Mechanical, junior .....	5
Mechanical, elementary .....	48
Architectural drawing (junior 17, senior 12) .....	29
Preparatory class, men .....	75
Preparatory class, boys .....	56
Post graduates, mechanical perspective .....	2

To all classes .....	<hr/> 263
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Total admission for session 1893-94 .....	408
Total admission for nine annual sessions .....	4,702
Total number of students finishing their classes .....	1,681

For the session of 1893-94, 102 certificates have been issued, as follows: Distinguished, 41; meritorious, 52; satisfactory, 9. No certificates are issued for work done in the preparatory classes.

The removal of the university to the new site, involving the sale of the manual training building, has compelled the abandonment of the free drawing school.

The new location of the university and the evolution of the manual training school into engineering workshops have made this step necessary. But a work so useful, so full of promise, so fruitful of actual results, ought not to perish. If no benevolent individual can be

found to endow such a school, then the city should treat it as a duty and afford the instruction to one of the best classes of its citizens.

During the session of 1893-94 the attendance in the different departments of the university was as follows:

High school .....	90
University and college .....	157
H. Sophie Newcomb Memorial College .....	188
Free drawing school .....	408
Law department .....	76
Medical department .....	377
Total .....	1,296

#### SUMMARY.

Thus has been displayed the origin, growth, and present status of Tulane University, which promises to stand as a very important factor in the future education of the Southwest. It is entering upon the final stage of educational existence, the true university life. It had its permanent foundation in the wisdom and benevolence of one of the best, kindest, and most sagacious citizens New Orleans ever possessed. Its expansion has come from the generosity of two women who are an honor to their sex. Its shaping destiny was largely due to the master mind of one of the noblest and wisest citizens who has served this Republic, the first president of the board, Randall Lee Gibson; and its successful organization and upbuilding have been the work of a faithful, intelligent, and judicious board of administrators, who have given their laborious and unrequited services in the highest spirit of philanthropy and patriotism. With such auspices, under the providence of God, this institution ought to become a blessing to its city and State and section.

# APPENDIX I.

## COURSES OF STUDY IN THE UNIVERSITY OF LOUISIANA.

### ACADEMIC DEPARTMENT—LITERARY COURSE.

(1888-89.)

Studies.	Hours per week.	Instructors.	Text-books.
<b>FOURTH CLASS—FIRST YEAR.</b>			
Mathematics .....	5	Prof. D. F. Boyd ....	Davies's Bourdon's Algebra, Davies's Legendre's Geometry and Trigonometry.
Latin .....	5	Prof. J. P. McAuley ..	Bingham's Latin Grammar, Arnold's Latin Prose Composition, Cæsar, Virgil, Andrews's Freund's Latin Lexicon.
Greek .....	5	Prof. W. A. Seay ....	Kühner's Elementary Greek Grammar, Xenophon's Anabasis and Memorabilia, Liddell and Scott's Greek Lexicon.
Composition and declamation.	2	Prof. E. P. Palmer ..	Day's Art of Composition.
Writing .....	3	S. B. Robinson.	
<b>THIRD CLASS—SECOND YEAR.</b>			
Mathematics .....	5	Prof. D. F. Boyd .....	Loomis's Analytical Geometry and Calculus.
Latin .....	5	Prof. J. P. McAuley ..	Zumpt's Grammar, Harrison's Grammar, Arnold's Latin Prose Composition, Cicero's Orations, Horace, Livy.
Greek .....	5	Prof. W. A. Seay ....	Kühner's Elementary Greek Grammar, Arnold's Greek Prose Composition, Demosthenes, Herodotus, Homer, Euripides
Composition and declamation.	2	Prof. E. P. Palmer ..	Day's Art of Composition.
<b>SECOND CLASS—THIRD YEAR.</b>			
Latin .....	3	Prof. J. P. McAuley ..	Zumpt's Grammar, Harrison's Grammar, translations from English into Latin, Horace, Livy, Juvenal, Liddell's History of Rome, Long's Classical Atlas.
Greek .....	3	Prof. W. A. Seay ....	Kühner's School Grammar, Smith's History of Greece, Sophocles, Thucydides, Greek Meters, selected exercises.
French .....	4	Prof. J. P. Bellier ..	Noël et Chapsal's Grammaire Française et Exercices, Pujol and Van Norman's French Course.
Natural philosophy.	3	Prof. S. H. Lockett ..	Silliman's Natural Philosophy.
Moral philosophy.	3	Prof. E. P. Palmer ..	Bowen's Hamilton's Metaphysics, Alexander's Outline of Moral Science.
<b>FIRST CLASS—FOURTH YEAR.</b>			
Latin .....	1	Prof. J. P. McAuley ..	Browne's Roman Literature, Juvenal, Tacitus, translations from English into Latin.
Greek .....	3	Prof. W. A. Seay ....	Browne's Greek Classical Literature, Greek Antiquities, selected exercises, Æschylus, Plato, Aristophanes, Theocritus.
French .....	3	Prof. J. P. Bellier ..	Pujol & Van Norman's French Course.
Chemistry .....	3	Prof. F. V. Hopkins ..	Rose's Chemistry.
Natural philosophy.	2	Prof. J. M. Boyd .....	Bartlett's Astronomy.
Moral philosophy ..	3	Prof. E. P. Palmer ..	Bowen's Logic, Whately's Rhetoric, Butler's Analogy, Paley's Evidences of Christianity.

## ACADEMIC DEPARTMENT—SCIENTIFIC COURSE.

<b>FOURTH CLASS— FIRST YEAR.</b>			
Mathematics .....	5	Prof. D. F. Boyd.....	Davies's Bourdon's Algebra, Davies's Legendre's Geometry and Trigonometry.
Latin.....	5	Prof. J. P. McAuley..	Bingham's Latin Grammar, Arnold's Latin Prose Composition, Caesar, Virgil, Andrews's Freund's Latin Lexicon.
French.....	5	Prof. J. P. Bellier....	Pujol & Van Norman's French Course.
Composition and declamation.	2	Prof. E. P. Palmer....	Day's Art of Composition.
Writing.....	3	S. B. Robinson.....	
<b>THIRD CLASS— SECOND YEAR.</b>			
Mathematics .....	5	Prof. D. F. Boyd.....	Church's Analytical Geometry, Courtenay's Calculus.
Latin.....	4	Prof. J. P. McAuley..	Zumpt's and Harrison's Grammars, Arnold's Latin Prose Composition, Cicero, Horace, Livy.
French.....	5	Prof. J. P. Bellier....	Pujol & Van Norman's French Course.
Composition and declamation.	5	Prof. E. P. Palmer....	Day's Art of Composition.
<b>SECOND CLASS— THIRD YEAR.</b>			
Mathematics .....	2	Prof. D. F. Boyd.....	Courtenay's Calculus.
Natural philosophy.	3	Prof. J. M. Boyd.....	Silliman's Natural Philosophy, Bartlett's Analytical Mechanics.
Latin.....	3	Prof. J. P. McAuley..	Zumpt's and Harrison's grammars, translations from English into Latin, Horace, Livy, Juvenal, Liddell's History of Rome, Long's Classical Atlas.
Civil engineering..	2	Prof. S. H. Lockett..	Davies's Surveying, Davies's Shades, Shadows, and Perspective, Church's Descriptive Geometry, Smith's Topographical Drawing, Mahan's Civil Engineering.
Chemistry .....	3	Prof. F. V. Hopkins..	Roscoe's Chemistry.
Moral philosophy..	2	Prof. E. P. Palmer....	Bowen's Hamilton's Metaphysics, Alexander's Outline of Moral Science.
<b>FIRST CLASS— FOURTH YEAR.</b>			
Latin .....	1	Prof. D. F. Boyd.....	Browne's Roman Literature, Juvenal, Tacitus, translations from English into Latin.
Natural philosophy.	3	Prof. J. M. Boyd.....	Bartlett's Acoustics and Optics, Bartlett's Astronomy.
Chemistry .....	5	Prof. F. V. Hopkins..	Roscoe's Chemistry, Dana's Text book of Geology, Dana's Manual of Mineralogy.
Engineering.....	3	Prof. S. H. Lockett..	Mahan's Civil Engineering, topographical and mechanical drawing, lectures on steam engines and railways.
Moral philosophy .	3	Prof. E. P. Palmer ..	Bowen's Logic, Whateley's Rhetoric, Butler's Analogy, Paley's Evidences of Christianity.

The ability of the institution to announce attractive courses will be seen from the following clippings from the catalogue of about 1872-73.

## COURSE OF STUDY.

The course of study embraces a preparatory and an academic department, a special school of civil engineering, and a commercial school. The preparatory department is designed to be temporary. It will be dispensed with as soon as the public and private schools throughout the State are sufficiently organized to become constant feeders to the university.

The academic department comprises a literary, scientific, and optional course. In the literary course the ancient languages and literature are thoroughly taught; in the scientific course the Latin and Greek languages are omitted and in their stead are taught the German language, mechanics, drawing, and natural history; and in the optional course the English branches and any other two subjects of study may be pursued.

Thus it will be seen that the university has both the close, fixed college curriculum, as at Yale College, and the free, elective university system of instruction, like the University of Virginia. It is believed to be best for the young student of little preparation to pursue the close system for the first two years, after which time it may be more useful as well as more congenial to his taste to pursue such studies as he may select.

It is the object of the school of civil engineering to make accomplished theoretical and practical engineers, and of the commercial school to give a good preliminary preparation for the practical business of life. But more is accomplished. The length of time devoted to those schools admits of an arrangement of studies by which the cadet can at the same time improve his general education.

While the study of the ancient classics is highly appreciated as a means of giving strength and tone to the mind, and much more than ordinary attention is given to the English, French, and German languages, the mathematics and physical sciences are acknowledged to be of paramount practical importance, and every facility is given the cadet for acquiring an accurate knowledge of those branches. Louisiana now, more than ever before, stands in need of physical science. Her alluvial lands could not be richer, and her barren pine hills are full of minerals. She needs the engineer and the miner, the skilled mechanic and the scientific planter, to develop her resources and make her wealthy and powerful.

If desired, instruction will also be given in the Anglo-Saxon, Italian, Spanish, Hebrew, and Sanskrit languages, and constitutional and international law.

#### DEPARTMENT OF MATHEMATICS.

(D. F. Boyd, professor; T. L. Grimes, assistant professor.)

In the preparatory department arithmetic is carefully reviewed, algebra completed through equations of second degree, and an effort made to finish plane geometry and plane trigonometry.

The text-books used in arithmetic and algebra (Robinson's series) abound in well-selected examples, and the cadet's knowledge of the principles of geometry and trigonometry (Davies's Legendre) is frequently tested by original questions.

In the academic department, freshman class: Algebra, geometry, and trigonometry are very carefully finished, particular attention being paid to radical quantities and radical equations, the binomial theorem and its applications, expansion of irreducible fractions into series, logarithms and their practical use, the theory of equations, solid and spherical geometry, analytical plane trigonometry, and spherical trigonometry. Analytical geometry is also completed in the freshman year. The text-book (Howison's of Ray's series) is a very full and exhaustive treatise, and the whole subject of analytical geometry, theoretical and practical, of two and three dimensions, is taught with much care. Besides the many applications of principles given in the text, other tests are often made of the cadet's knowledge of the subject.

The sophomore class studies the differential and integral calculus and the calculus of variations (Courtenay's). Special attention is given to the practical applications of the calculus, such as the subjects of maxima and minima, radius of curvature, tracing of curves, etc., of the differential calculus, and to the rectification and quadrature of curves, the quadrature of curved surfaces and the cubature of volumes, etc., of the integral calculus.

Mixed or applied mathematics are taught in the department of natural philosophy and astronomy.

Throughout the entire course of mathematics there are five recitations a week, and the sections of a class are small, so that the cadet may recite daily. While the text-books are mainly relied on as the means of instruction, lectures are also frequently given.

This department is well supplied with models in plaster and wood (by Engel), illustrating the conic sections, and with charts and diagrams of geometry, trigonometry, and calculus.

There is also a fine set of books of reference of several hundred volumes, embracing the best English, French, and German writers on mathematics, and the Cambridge and Dublin Mathematical Journal.

#### DEPARTMENT OF NATURAL PHILOSOPHY.

(Samuel H. Lockett, acting professor.)

##### *Junior class studies—General physics and mechanics.*

The course in general physics embraces the general proportion of matter, solids, liquids, and gases, cohesion, repulsion, osmose, capillarity, theory of undulations. Heat: Nature of heat, measure of temperature, changes in the state of bodies by heat, conduction, radiation, convection, action of bodies upon heat, specific heat, liquefaction and solidification, tension of vapors, spheroidal state of liquids, steam and air engines, ventilation, dynamical theory of heat.

Electricity: Magnetism, terrestrial magnetism, magnetic observations, statical electricity, electrometers, condensers.

Dynamical electricity: Batteries, the electric light, induction coils, electro-magnetism, electro-dynamics, diamagnetism, telegraph, magneto-electricity.

The course of mechanics embraces: The principles of motion and force, inertia, momentum, motion, uniform and varied, absolute and relative, composition and resolution of forces, constrained motion; center of gravity, laws of falling bodies; measures of intensity of gravity, mass and weight, pendulum, motion of projectiles; virtual velocities, impact, lever, balances, wheel and axle, inclined plane, wedge, screw; impediments to motion; elasticity, tension, torsion of solids, strength of materials. Hydronamics: Transmission of pressure and equilibrium of liquids, buoyancy, specific gravity, motion of liquids, water wheels. Pneumatics: The atmosphere, buoyancy, barometers, balloons, anemometers, water and air pumps, windmills.

Text-books: Silliman's Physics, Parkinson's Mechanics.

Lectures by professor.

##### *Senior class studies—Acoustics, optics, and astronomy.*

The course of acoustics embraces: Nature of sound, exponential curve of Boscovich, waves in general, velocity, pitch, and intensity of sound, molecular displacement, interference, reinforcement, reflection, refraction, and inflexion of sound; musical sounds, the siren, monochord, vibrations of columns of air, vibrations of elastic bars, plates, cords, communication of vibrations, physical theory of music, the ear, sound signals.

The course of optics embraces: Wave motion, rectilineal propagation of light, reflection, refraction, index of refraction, deviation at plane and curved surfaces, spherical aberration, optical images, the eye, microscopes and telescopes, camera, magic lantern, calcium light, solar microscope, chromatics, colors by interference, fringes of shadows and apertures, colors of plates, color by unequal refrangibility, chromatic aberration, rainbow, polarization, spectrum analysis.

The course of astronomy embraces: The earth, its figure, dimensions and density, astronomical instruments, refraction, the earth's motions, equation of time, the calendar, parallax, precession, nutation, aberration; central forces, Kepler's laws, eclipses, finding longitude and latitude; tides, the planetary system, planets' elements, comets, the fixed stars, star clusters, and nebulae.

Text-books: Bartlett's Optics and Acoustics and Loomis' Treatise on Astronomy.

This department has a good apparatus and many excellent books of reference.

## DEPARTMENT OF ENGINEERING.

(Samuel H. Lockett, professor.)

*Junior class.*

Text-books: Davies' New Surveying; Davies' Descriptive Geometry; Davies' Shades, Shadows, and Perspective; Smith's Topographical Drawing Course of Instruction.

Surveying: Plane surveying, running of boundary lines with chain and compass, calculation of areas, plotting, theoretical instruction and practice in the field.

Leveling: Simple leveling, leveling for profile, cross-section work, calculation of earthwork, theoretical and practical.

Topographical surveying: Running of contour lines, plotting and use of the topographical symbols, theoretical and practical.

Railway surveying: Running of trial lines, rectification of lines, running of curves, calculation of cuttings and fillings, theoretical and practical.

Mining—surveying: Theoretical instruction in use of transit, miner's compass, miner's semicircle, traversing, etc.

Geodesic surveying: Practical use of transit, theodolite, plane table, theoretical instruction in triangulation.

Descriptive geometry: The entire course.

Shades and shadows and perspective: Drawing of principal problems in india ink with right-line pen.

*Senior class.*

Mahan's Civil Engineering: Description of materials, strength of materials, construction of all kinds, theory of arches, calculation of strains on frames.

Lectures: On levees, motive powers, engineering instruments, implements and machines, the various trusses in use, modern bridge building, use of pneumatic piles, caissons, etc.

Drawing: Topographical drawing in colors, mechanical drawing in right line and colors, engineer drawing of bridges, canal locks, etc.

The department is well supplied with instruments, models, maps, charts, drawings, etc., with a large and valuable set of building stones, presented by Newton Richards, esq., of New Orleans, with the plans and specifications of some of the principal railways and canals in this country and England, and with many recent books on engineering.

## DEPARTMENT OF LATIN.

(J. P. McAuley, professor; G. D. Tarlton, assistant professor.)

The subjects taught in this department are the Latin language and literature and the history of Rome.

The authors read, in part, are in the order named: Cæsar, Nepos, Ovid, Sallust, Cicero, Virgil, Horace, Livy, Tacitus, Juvenal, Terence, Plautus.

Text-books: Bingham's, Gildersleeve's, Allen's and Greenough's Grammars, Bingham's Latin Prose Composition, Crombie's Gymnasium, Schmidt's Rythmik und Metrik, Anthon's Latin-English and English-Latin Dictionary, Andrews'-Freund's Latin Lexicon, Riddle and Arnold's English-Latin Lexicon, Brown's Roman Classical Literature, Liddell's History of Rome, Long's Classical Atlas.

The department is supplied with classical engravings and wall maps, the standard works on philology, Lemaire's Bibliotheca Classica Latina, and Teubner's Bibliotheca Scriptorum Romanorum.

## DEPARTMENT OF CHEMISTRY, MINERALOGY, AND GEOLOGY.

(Frederick V. Hopkins, professor.)

The junior class complete Roscoe's Elementary Chemistry within the year. The lectures are made to follow and illustrate the text-book closely and are combined with recitation. The cadets are called upon to perform for themselves the more simple experiments, and so much of qualitative analysis is interwoven with the course that the detection of substances in solution is made a regular part of the final examination.

The laboratory contains two good spectroscopes, which are used by the class under proper supervision.

The apparatus for organic analysis is unusually good, while the introduction of the latest style of gas burners and furnaces and of Bunsen's filtering apparatus has enabled us to do much more than the small dimensions of the laboratory would lead one to suppose possible.

These dimensions, however, are to be increased before the opening of the next term, and the department will then fill three times its present space. A working laboratory will be fitted up, where the chemistry class will practice daily, greatly extending their analytical acquirements. The Sheffield Scientific School has been taken for a model, and it is intended that our facilities shall soon equal those offered by that renowned institution.

The senior class commences the year with mineralogy, using Dana's Manual as a text-book. The examination of minerals is made the basis of practical instruction in blowpipe and quantitative analysis. Large cabinets and numerous duplicates are at the service of the students.

Geology follows after the completion of mineralogy, Dana's text-book being used. The geological cabinets are large and continually increasing, the collections of the State survey being applied to the use of the class and the duplicates exchanged with the surveys of other States. Models of stratification, geological maps of all portions of the world yet studied, and diagrams of the most important sections are freely used in imparting the principles of this comprehensive science. The library contains all the most valuable reports of surveys that have been made in this country. The interest aroused by the connection of the university with an actual survey causes geology to be more eagerly studied than any other subject in this department.

The books of reference at the disposal of the students are numerous and well chosen. In chemistry, Miller's excellent work, Fresenius' Qualitative and Quantitative Analysis, Noad's Analysis, Sutton's Volumetric Analysis, Huggins and Chellan on the Spectroscope are among the most useful. In mineralogy, Dana's Larger Manual, Dufrenoy's Treatise, and others supply the gaps in the text-book. In geology, the works of Lyell, De la Roche, Murchison, Buckland, Hugh Miller, etc., furnish all the illustration of the present state of the science that can be desired.

## DEPARTMENT OF MODERN LANGUAGES.

(———, professor; Sidney L. Guyol, assistant professor, and Arthur D. Bayles, assistant instructor.)

The languages taught in this department are French, German, Spanish, and Italian.

The instruction in all the classes is made as thorough and practical as possible, and in addition to the usual exercises in grammar and translation frequent lectures on the history and literature of the several languages are also delivered.



The text-books in use are:

French: Noël and Chapsal *Grammaire Française*, Pujol and Van Norman's *French Course*, Fénelon's *Télémaque*, De Staël's *Corrinne*, and Jacques de Brancian.

German: Woodbury's *German Grammar*, Woodbury's *German Reader*, Eichendorf's *Aus dem Leben*.

Spanish: Valasquez's *Spanish Grammar*, Valasquez's *New Spanish Reader*.

Italian: Mariotti's *Italian Grammar*, Promessi Sposi.

#### DEPARTMENT OF ZOOLOGY AND BOTANY.

(Pendleton King, professor.)

The study of botany is pursued by the freshman class daily during the last half of the college year.

The text-book is Wood's *Botanist and Florist*. The department is furnished with many valuable works, with Henslow's *Charts*, and with a herbarium of about three-fourths of the flora of Louisiana.

Each student is required to collect, analyze, and prepare specimens of the flowers found in the vicinity of Baton Rouge during the spring. The class is frequently taken on field excursions and the subject taught from specimens daily.

Zoology is studied six months and physiology three months daily by the sophomore class.

In physiology the text-book is Hooker's *Physiology*, with lectures on recent discoveries drawn from the best and latest works. Care is taken to prepare the cadet for a thorough study of the science of mind by the study of cerebral physiology and the habits of animals.

Text-book in Zoology: Nicholson's *Manual of Zoology*. Each lesson is illustrated by specimens, dissections, and charts. The museum is furnished with many specimens of mammals, birds, reptiles, a fine collection of shells, and is rapidly increasing.

The library of this department is furnished with many standard works, including our own *Fauna*, Audubon, and Bachman, and Baird on *Mammals*; Audubon, Baird, and Wilfor on *Birds*. On insects we have the works of Packard, Harris, Kirby, and Spence and Barmeister.

In the department of Zoology and botany, the library, herbarium, and museum are second to none in the South.

#### DEPARTMENT OF GREEK.

(Stephen Athanasiades, acting professor.)

Beginners are introduced to the study of the Greek language and taught the forms of the words and their modifications, together with a comprehensive and clear view of the laws which govern inflection, using Kuhner's *Elementary Greek Grammar*. The distinction between stem and inflection endings is early insisted upon, together with a tolerable knowledge of the laws of euphony. The general laws of accentuation are dwelt upon with scrupulous attention, and compositions in Greek begin only when the tyro has advanced far enough in grammar to have become sufficiently familiar with some facts of the language. Greek authors are studied after the students have learned how to conjugate a verb, and then they read: The *Jests of Hierocles*; *Aesopic Fables*; *Apophthegmata of Philosophers, Princes, and Statesmen*; *Parts of the Natural History of Aelian*; the *Dream of Lucian*, as well as some of his *Dialogues*; the *Pinax of Kebes the Thèban*, and *Xénophon's Anabasis*. As the recitations last one hour, half of this time is spent in examining each cadet in the lesson of the day and the other half is devoted to a "prelection" of the lesson of the next day. Students are required to provide

themselves with a copy book to mark down the references given or elucidations made. Lectures on the history of Greece are delivered twice a week, Smith's Manual being used as a text-book.

*Freshman class.*

A closer investigation into the nature and powers of letters, as well as into the laws of consonant and vowel permutations is instituted in this class. Students here learn what the letters have in common, in what they differ; how they are produced, and by what causes modified. They receive full instruction in the formation of the cases of nouns and the tenses and moods of verbs, and so prepared they are ushered into etymology, which deals with derivation and composition and constitutes the study of the chemistry and natural history of the language. The whole course of instruction is conducted conformably to the most valuable results of recent scientific inquiry and with constant references to corresponding formations in Latin. The learner is kept in this department of the grammar until he becomes so thoroughly and systematically drilled in it as to be able to derive from a given root words of any denomination, of either primary or secondary formation, simple or compound, whether found in the extant literature of the language or not, whether in vogue or obsolete. Besides the daily exercises in translation, exercises in composition are required at least twice a week. The history of Greece continues, and the history of Greek literature begins, Browne's Manual being used as a text-book. Authors read here are: Xenophon's *Cyropædia*, one book; Plutarch's *Themistocles*, *Aristides*, *Miltiades*, or *Cimon*; *Socrates Logos Areopagiticos* or *Panegyricos*; *Plato's Apologia*, *Phedón*, or *Critón*; *Herodotus*, one book.

*Sophomore class.*

Syntax, which with the preceding classes is touched upon merely for the sake of composition, constitutes the principal study here. The business of this part of the grammar is to teach the use of the forms acquired in the preceding parts and lay down the laws according to which words are arranged into sentences, simple or compound, uniform or multiform; in other words, it teaches the philosophy of the language. All the essential idioms of the language are acquired in logical order and its phenomena are contrasted with such as correspond to them in Latin, while none of the syntactical or rhetorical figures are overlooked. Authors to be read here are: *Demosthenes' Philippics*; *Aeschines against Ctesiphon*; *Demosthenes on the Crown*; *Thucydides' History*, one book; *Homer's Iliad* or *Odyssey*, one book. No author is taken up to be studied without an introductory discourse on his life and the line of composition in which he distinguished himself, with a brief account of the fortune and the principal editions of his works. The speeches of orators are subject to analysis according to the laws of rhetoric as laid down by Aristotle, Hermogenes, Dionysius the Halicarnasean, and Longinus and examined from an oratorical and callitechnic point of view. Besides the daily oral and written examinations and exercises an original composition is required weekly. The history of Greek literature continues and the study of Greek mythology and antiquities begins.

*Junior class.*

The laws of quantity, which have already been noticed to some extent in the formal part of the grammar merely for the sake of accentuation, are here traced out and ascertained more minutely, so that prosody, together with the laws of versification and the explanation of all kinds of meters occupies the whole ground. Authors to be studied here are: *Euripides (Mædea or Hecuba)*, or *Sophocles (Philoctetes, Antigone, or Oedipus Tyrannus)*; or *Aeschylus (Agamemnon, seven against Thêbes, Persæ, or Promêtheus Desmôtês)*; *Aristophanes (Clouds, Knights,*

Ecclesiastusæ, or Plutos); Pindar (Isthmia, or Nemean odes), Theocritus (Boucolica, two Idylls). Lectures on Greek mythology, antiquities, and the Greek theater are delivered once a week. Grammar, rhetoric, poetry, metaphysics, and all knowledge relating to the culture side of humanity are summoned to the explanation and elucidation of the Greek poets and works on taste and criticism constantly consulted. Besides the usual daily exercises, students are required to make a monthly original composition in dactylic, iambic, or elegiac verse.

The section room is beautiful, large, well ventilated, decorated with classical wall maps, engravings, and chromolithographs, and furnished with a fine library containing the following text or reference books: Teubner's edition of the Bibliotheca Scriptorum, Graecorum et Romanorum; Platónis Philosophi quae extant cum Massilii interpretatione; Euripidis Tragœdiæ ex recognitione Aug. Matthiæ; Sophoclés Brunkii et Schæferi; Homerus Clarkii; F. K. Hertlein's Xenophon's Anabasis; F. G. Schöne's Bacchæ, Iphigenia in Tauris et Medea; The Knights of Aristophanes, by Mitchel; Clouds and Frogs, by Theodore Kock; The Argonautica of Apollónius, by John Shaw; Theoriti, Moschi et Biónis, Idyllia, Græce et Latine, studio Thomæ Martin; the first twenty-eight odes of Anacreon, by John Broderic Roche; Stocher's Herodotus; Herodoti Historium Libi ix, opera Frid. Volg. Reizii; twelve orations, of the deliberate kind, of Demosthenes, by Guilielmus Allen; Luciani Samosatensis opera omnia, by Johannes Benedictus; The Doctrine of the Particles of the Greek Language, by Henry Hooegeveen; Greek Prepositions and Cases of Nouns, by Harrison; Rost's and Matthew's Greek grammars; Larcher's Notes on Herodotus; Notes on Euripides; Ellendt's Lexicon to Sophocles; W. Linwood's Lexicon to Æschylus; Cary's Lexicon to Herodotus; Porson's Adversaria; Bentley's Dissertations upon the Epistles of Phalaris, etc.; Brasse's Greek Parnassus, together with a number of translations and other valuable works of information.

The courses were described in a very much simpler fashion.

#### MATHEMATICS.

(J. W. Nicholson, professor.)

*Freshman class.*—Subjects: Plane, solid, and spherical geometry and higher algebra.

*Sophomore class.*—Subjects: Trigonometry and analytical geometry.

*Junior class.*—Subjects: Calculus, and short courses in quaternions and determinants.

The agricultural and literary courses terminate with analytical geometry, and all the branches named are requisite for the course in mechanics and engineering.

Throughout the entire course, besides the many applications of the principles given in the text, other tests are often made of the cadet's progress, such as the discussion and solution of original questions and exercises, which are designed not only as tests, but to lead the learner to a clear comprehension of the subject-matter, and to drill him in the principles of the same.

This department is well supplied with models in plaster and wood (by Engel) illustrating the conic sections, and with charts and diagrams of geometry, trigonometry, and calculus.

#### PHYSICS.

(B. B. Ross, professor.)

The advanced course in physics extends throughout the whole of the senior year, and consists in instruction by means of both lectures and recitations, supplemented by experimental illustration of the leading principles of the subjects. Special attention is given to instruction in those divisions of the subject a *knowledge of which would prove of most practical utility to the student.*

## MECHANICAL AND CIVIL ENGINEERING.

(J. H. Randolph, professor.)

The special work of this department embraces a period of three years, beginning with the freshman year.

In the Freshman year the subjects of linear and projection drawing, shades and shadows, and isometric and machine drawing are taught, and there are daily exercises in the shop for a period of four months.

In the sophomore class the subjects of carpentry and architecture are taken up, and continue, with exercises in architectural and mechanical drawing, throughout the first term. Exercises in the shop are resumed during the second term.

In the junior year the principles of mechanism are taught, embracing the principles underlying the action and construction of the elementary combinations of which all machines are composed. Some attention is paid to the construction of the steam engine, boiler riveting, uses of the governor, inspirator, and indicator, method of calculating the horsepower of an engine, and to the acquisition of other useful knowledge in connection with the steam engine.

Much attention is paid to drawing in this department, and besides architectural and machine drawing a short course is given in topographical drawing as one of the requisites in the study of civil engineering.

In the junior year the elementary subjects pertaining to civil engineering, as compass surveying, map drawing, etc., will be taught; also the elementary principles of mechanism, the investigation of the action of gear wheels, pulleys, levers, cams, automatic-feed motions, quick-return motions, ratchet wheels, etc. Some attention will be paid to the construction of the steam engine, the method of riveting boilers, the use of the governor, method of calculating the horsepower of an engine, uses of the inspirator and indicator, and to the acquisition of other useful knowledge in connection with the steam engine.

In the senior year the study of civil engineering will be continued. The subject of the strength of machines will be taken up, in connection with bridges and roof trusses and the method of calculating the stresses and strains to which they are subjected.

## ENGLISH.

(W. H. Magruder, professor.)

The subjects taught in this department are the English language, rhetoric, logic, history, and political economy.

The course in English is designed to train the student in the ready and accurate use of the language, written and spoken, and to make him acquainted, to some extent, with the rich literature of his mother tongue. To accomplish these ends, the frequent writing of exercises, compositions, and essays is required; selections from several of the representative authors are read critically in class, and a course assigned for private reading.

In logic the student is practiced in analyzing arguments and detecting fallacies.

In history as thorough and comprehensive courses are given as the brief time allotted to the study of this subject will permit.

In political economy nothing more is attempted than to teach the fundamental principles of the science, so that those who desire to pursue the subject further may do so with ease and profit.

*Text-books used.*

*Freshman class.*—Lockwood's Lessons in English; Sir Roger de Coverley read in class; A. S. Hill's Rhetoric; a play of Shakespeare read in class; compositions once a week.

*Junior class.*—Shaw's New History of English and American Literature; Milton, and selections from the essays of Macaulay, De Quincey, and Carlyle read in class; essays once in two weeks.

*Senior class.*—Freeman's General Sketch of History; Hill's Jevon's Logic; D. H. Montgomery's Leading Facts of English History (supplemented by reference to the leading authorities); Chapin's Wayland's Political Economy; essays once a month.

#### LATIN.

Latin is taught only in the literary course, beginning in the subfreshman year and terminating with the junior. The time allowed for the study of the language is brief, but it is the aim of the department to secure thoroughness in what is taught rather than to go over a more extended course loosely and superficially.

#### *Text-books used.*

*Subfreshman class.*—Gildersleeve's Latin Primer.

*Freshman class.*—Gildersleeve's Latin Reader; Cæsar; exercises; Gildersleeve's Latin Grammar; Keightley's Mythology.

*Sophomore class.*—Virgil; Cicero's Orations; exercises; Gildersleeve's Latin Grammar; Allen's History of Rome.

*Junior class.*—Livy; Horace; meters of Horace; Gildersleeve's Latin Grammar.

Every student must be provided with Harper's Latin Dictionary and Ginn & Co.'s Classical Atlas.

#### GREEK.

(Charles Chollet, professor.)

The studies in this department are begun in the freshman year and continued through the four collegiate classes. A full and accurate knowledge of the forms and syntax will be insisted upon and the student trained in habits of exact and elegant translation.

#### *Text-books used.*

*Freshman class.*—White's First Lessons in Greek; Goodwin's Greek Grammar; Smith's History of Greece. Five times a week.

*Sophomore class.*—Xenophon's Anabasis (Goodwin's edition); Lysias (selected orations); composition. Five times a week.

*Junior class.*—The Iliad of Homer (Books I-VI); Herodotus (selections); Goodwin's Moods and Tenses. Three times a week.

*Senior class.*—Plato (Apology and Crito); Sophocles (Antigone); Demosthenes (on the Crown). Three times a week.

Every student should be provided with Liddell & Scott's Lexicon (seventh edition) and a classical atlas.

#### FRENCH AND GERMAN.

The study of French is obligatory upon every student who desires to take a degree. In the scientific courses French begins with the freshman year and ends with the sophomore; in the literary course it begins with the junior and ends with the senior year. German begins with the junior and ends with the senior year, thus making two sessions for each study.

#### *French.*

*Freshman class.*—Section A: Grammar (Robertson's Method); translation from French into English, and elementary exercises in translating into French. Five times a week.

**Section B:** Grammaire Larousse; reading; conversation; composition; elocution; Histoire de France (Duruy). Four times a week. (This course will be conducted in French, and can not be taken without consent of the instructor.)

*Sophomore class.*—Section A: Grammar; Bocher's Reader, plays and lyrics; French history (Duruy's Petite Histoire de France). Five times a week.

**Section B:** Survey of French literature; essays. Four times a week. (This course will be conducted in French and can not be taken without consent of the instructor.)

The courses in Section B are especially intended for French Creole students.

#### *German.*

The course in German lasts two years, from the beginning of the junior year to the end of the senior year.

*Junior class.*—Grammar, translation, conversation, reading. Five times a week.

*Senior class.*—Modern stories. One play of Goëthe and one of Schiller; lyrics; composition. Three times a week.

#### CHEMISTRY.

(B. B. Ross, professor.)

The full course in chemistry extends over three years, and embraces instruction in general, industrial, agricultural, and analytical chemistry. The course in general chemistry consists in lectures and recitations five hours per week throughout the entire sophomore year, and includes a discussion of the fundamental facts and principles of the science, chemical nomenclature, and the preparations and properties of the elements, and principal inorganic and organic compounds.

In order to facilitate the presentation of this portion of the course in its most instructive form, the lectures are supplemented by practical experimental illustrations of the more important chemical principles involved in the study of the several divisions of the subject.

The course in analytical chemistry continues throughout the whole of the junior and senior years, and, in addition to from one to two hours each day of the week spent in practical laboratory work, each student is required to recite upon the principles, processes, and schemes of analysis as actually carried out at the work-table, thus combining to the best advantage theoretical with practical instruction.

A considerable portion of the junior year is spent in general experiments and in qualitative determinations, both by means of blowpipe tests and by the aid of chemical reagents. Before leaving this portion of the subject, each student must be able to readily ascertain the composition of any common unknown compound, and to separate mixtures of the more important chemical substances and identify the individual constituents.

In addition, the study of agricultural and industrial chemistry is also pursued by the students of the junior class, the composition and properties of soils, fertilizers, plants, feedstuffs, etc., being included under the first-named branch, while under the latter are studied the applications of chemical principles to the arts and manufactures and the bearings of chemistry upon various industrial processes.

The course in quantitative analysis covers the whole of the senior year, the first three months of the session being devoted almost exclusively to sugar chemistry.

Special attention has been paid to the development of the course of instruction in sugar analysis, as it is believed that the demand made upon this institution for chemists for sugar houses in this and adjacent States fully justifies the bestowal of a considerable proportion of the time of this course upon practical work in this very important branch of the subject.

In addition to analyses of the various products of the field and sugarhouse conducted in the laboratory of the university, quite a number of trips are made to

sugarhouses in this vicinity during each grinding season, and their practical operations are observed and studied as minutely as the time will permit.

The remainder of the senior year is devoted principally to the analysis of fertilizers, feedstuffs, soils, ores, etc., and such agricultural products as are deemed of sufficient economic importance.

#### MINERALOGY.

All students are required to pursue the study of mineralogy during the last half of the senior year. The course embraces instruction in both theoretical and determinative mineralogy, the very comprehensive collection of minerals in the cabinets of the university being a most valuable adjunct to the practical study of this subject.

#### NATURAL HISTORY.

(A. T. Prescott, professor.)

The following is the scope of work done in the department of natural history:

All sophomore students and the junior students of the classical course study general zoology during the first term. It is the aim of the instructor to make this work as practical as possible. The sophomore agricultural and mechanical students and the junior classical students are given a course in physiological and systematic botany during the second term.

With the aid of our botanical garden, which is being equipped as rapidly as possible, this course can be made thoroughly practical. The instructor desires to give a sufficient course in cryptogamic botany as soon as the necessary time and facilities can be obtained.

The institution possesses three herbaria.

One containing about 8,000 specimens was purchased some years ago from Dr. Nevins, a noted botanist of Alabama.

The second is the Featherman collection, made by authority of the legislature during the years 1869-1872, and contains about two-thirds of the flora of the State.

In addition to these the institution lately purchased from Dr. J. F. Joor, of Texas, his collection of about 12,000 specimens.

All senior students are given a course in geology during the first term. Le Conte's Compend of Geology has been adopted as a text, and the work is made as thorough in the elementary principles of the science as it can be with the limited time and facilities at our disposal. In addition to our regular work the instructor in natural history gives the students of the subfreshman class a course in physiology and hygiene, including the effects of narcotics and alcoholic stimulants on the body.

#### HORTICULTURE AND ENTOMOLOGY.

(H. A. Morgan, professor.)

*Horticulture.* This subject is taught in the junior and senior years. The work is of such a nature that no text-book is assigned, but lectures are prepared, embracing the scientific principles upon which horticulture depends, also the manner of propagating plants by grafting, budding, layering, cuttings, etc., as well as the preparation and use of fertilizers found best for the different species of fruits and vegetables.

Particular stress is laid upon the planting, pruning and future care of fruit trees.

In the senior year the work embraces the identification and special cultivation of all vegetables and fruits, together with the study of diseases of horticultural plants and remedies for such diseases.

The student may acquire much information from the work being done by the horticultural department of the Experiment Station.

*Entomology.* This subject is also taught in junior and senior years, comprising lectures on the following: Insect nomenclature and anatomy; the preparation of instruments for catching and handling insects; and the preparation and preservation of insects for the cabinet.

In the senior class the lectures embrace the life histories, preventives, and remedies of all injurious insects, with particular attention to those so destructive to the crops, etc., of this State.

Specimens are being collected by class and others which aid materially in this study.

#### AGRICULTURE.

(William C. Stubbs, professor; D. N. Barrow, assistant professor.)

The freshman and sophomore classes spend much of their time in the prosecution of the sciences which underlie agriculture. When the junior class reaches agriculture, it is well drilled in physics, botany, chemistry, and zoology, and is therefore ready to comprehend the applications so frequently required of these sciences to the elucidation of agricultural facts. There are two classes which pursue the study and practice of agriculture, viz: Junior and senior.

The following subjects are taught in the junior year:

*First term.*—Origin and classification of soils, physical and chemical properties; relation of air and water to soils; physical amendments to soils; drainage, tillage, green manuring, rotation of crops, etc.; chemical additions; manures, homemade, commercial, and other fertilizers; valuable ingredients, and proper use of each; relation of plants to the soil and air; classification of plants; farm crops—study of composition, cultivation, and requirements of each; nitrification, and how accomplished, etc.

*Second term.*—Stock raising; origin and characteristics of different breeds of cattle, special points of each; theory of breeding; milch cows, beef cow, general utility cow; essentials for successful breeding; proper care of stock; creameries, cheese factories, etc. Sheep husbandry—origin and characteristics of different breeds; care of a flock; objects of sheep raising, etc. Hogs—variety, with characteristics; rapidity of multiplication; how to quickly fatten; value of the hog. Horses—varieties, with origin and characteristics; utility and value. Mules and other domestic animals.

#### *Text and reference books.*

Johnson's How Crops Grow; Johnson's How Crops Feed; Storer's Agriculture; Randall's Sheep Husbandry; Allen's American Cattle; Allen's Farm Book; Miles's Stock Breeding; The Professor's Notes and Bulletins.

#### SENIOR YEAR.

*First term.*—First study: The principles of cattle feeding; giving the composition of the perfect ration for all domestic animals under the conditions of rest, work, fat, milk, wool, etc., and compounding this ration out of the available foods, grains, grasses, straws, meals, etc.

Second study: Truck growing; showing the soils, manures, cultivation, and kind best adapted to success; also, the management under cold frames and in hot beds, with the necessary preparation for market.

*Second term.*—First study: Fruit culture; giving full instruction how to propagate plants, including grafting and budding; how to plant, train, and prune; how



to plant a garden, a nursery, or a farm in fruit; manuring, cultivating, and management of each; how to market fruits, kinds, with varieties best adapted to the South; insects injurious to fruit.

Second study: Landscape gardening and rural architecture; how to build a home with necessary outhouses—how to beautify and adorn it.

*Text and reference books.*

Armsby's Manual of Cattle Feeding; Oemler's Truck Farming at the South; Henderson's Gardening for Profit; Barry's Fruit Culture; Thomas's American Fruit Culturist; Kemp's Landscape Gardening; Allen's Rural Agriculturist.

The students of agriculture have the full benefit of the State experiment station, located on the college grounds, where are found experiments in fertilizing requirements and varieties in the leading crops; tests of the adaptability of different crops to our soil; plats of grasses and clovers; different methods of preserving forage—dry, as hay and fodder, and ensilaging in silos. This station has varieties of different kinds of domestic animals, a nursery, an orchard, and a vineyard. All of these are freely used to impart instruction to the students of agriculture.

While no system of compulsory labor prevails, the students of each year have voluntarily spent one day of each week in the practical operations of the farm—plowing, hoeing, planting, and manuring—thus acquiring practical information in the art of farming. This will be continued, and, together with the required labor of grafting, budding, pruning, etc., will, it is hoped, give additional value to the instruction in the lecture room.

During the grinding season the senior class will be permitted to take part in the practical work of sugar making at the sugar experiment station.

An agricultural reading room, containing the best and latest works on agriculture, together with the best of agricultural papers and reviews (foreign and domestic), is daily open for the benefit of the students.

A museum, containing nearly 1,000 specimens of all kinds of agricultural products, handsomely fitted up, is used also to illustrate the lectures, and is daily open for the benefit of the students.

VETERINARY SCIENCE.

(W. H. Dalrymple, professor.)

The students who study this branch of science are members of the junior and senior classes in agriculture.

Before the juniors enter upon the study of the above science they have been well grounded on other subjects which are invaluable aids to a fuller understanding of veterinary medicine and surgery, viz: chemistry, botany, physiology, and zoology.

The subjects taught so far are veterinary anatomy; "materia medica," which embraces both mineral and vegetable medicines, their preparations, properties, actions, and doses for the domesticated animals; "toxicology," which treats of poisons, their effects, and antidotes; and "pathology," or that branch of medicine which investigates the nature of diseases, also giving their causes, symptoms, and treatment.

In addition to the theoretical and for the more practical work of this department, there is within the grounds of the university a commodious pharmacy well stocked with all the necessary remedial agents, and where the students have the great advantage of seeing, handling, and compounding medicines; an infirmary, also, where animals are brought daily from the town and surrounding neighborhood for treatment, both medical and surgical, the students assisting in the various operations.

It must be admitted by all that this department is a very important adjunct to the course in agriculture.

## BOOKKEEPING.

(H. Skolfield, professor.)

This branch of the commercial course has been taught in a plain, practical way, and everything pertaining to the student's business training has been done in such manner as to develop his natural aptitude in this direction and to fit him for a business career.

The text-book adopted is J. C. Bryant's New Standard Counting House Book-keeping, which contains a thorough exposition of the principles and practice of double and single entry, and is perfectly adapted to the use of business colleges, offices, and normal and high schools.

The course is for one year, and any student is allowed to pursue it who is sufficiently well prepared in mathematics and English. This course does not lead to a degree, but should any student pursuing it conclude to try for a degree he may, in addition to his regular commercial studies, elect such other subjects from either of the scientific courses or from the literary course as he may desire.

## APPENDIX II.

### LITERATURE IN LOUISIANA.\*

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The literature of Louisiana may be said to date only from the cession of that former French and Spanish colony to the United States. Many books were written on colonial Louisiana, but chiefly by travelers or by the employees of the two Governments of which Louisiana had successively been a distant province. They were neither to the manner nor to the manor born. These works were not composed by natives or by permanent, deep-rooted settlers. They were the productions of foreign pens wielded by men who had but a temporary and accidental connection with Louisiana. The first literary buds which we are entitled to call indigenous are due to our well-known Julien Poydras, who wrote a poem on the military exploits of Governor Galvez in 1780, and also to a distinguished French officer who had lived half a century in the colony, and who therefore must be considered as thoroughly naturalized. His name was Leblanc de Villeneuve. He wrote in 1803 a tragedy in verse entitled "Poucha-Houma," based on a historical event. An Indian, having killed another belonging to a different tribe, fled to his own territory and friends. According to the international law of those barbarians, the only atonement for the deed was the shedding of blood. Ambassadors demanded the surrender of the homicide, and threatened war if refused. The father of the offender, to save his son's life, offered himself as a substitute, and was accepted. The tragedy turned on this paternal sacrifice and on other dramatic incidents connected with it. This work was dedicated to Mme. de Laussat, the wife of the colonial prefect who had been sent by the First Consul, Bonaparte, to take possession of Louisiana—a possession which lasted only twenty days.

The literature of Louisiana has to this day remained bilingual. It speaks with two tongues. We will begin with the French language, because it chronologically precedes the other and claims the privilege of seniority. Among the most distinguished writers of that category is Etienne Bernard Alexandre Viel, born in Louisiana in 1736. He was educated in France by the Jesuits, became a very learned member of that religious order, and as a missionary resided several years in that part of the colony to which had been given the name of Attakapas, meaning men-eaters, because it was originally inhabited by

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\*Charles Gayarré in Belford's Magazine, August, 1890, Vol. V, No. 27.

savages who had that peculiar gastronomic taste. There he kept an humble school and ministered mental improvement and spiritual consolations to the motley and limited population intrusted to his care, and by which he was beloved. He finally returned to France and was employed in the College of Juilly, where he had been reared. He is known in the annals of literature for his translation into French of the "Ars Poetica" and of several odes of Horace. As a Latin scholar he could hardly be surpassed, and he translated Fénelon's *Telemachus* into verses of Virgilian purity and elegance. I remember having seen in my youth, in the hands of the principal of the now defunct College of Orleans, a specimen of a magnificent edition of this poem, published in France at lavish cost by some of the most distinguished men of France, who had been the pupils of the author and who were desirous to give him this proof of their esteem. This literary Louisianian died, 85 years old, in 1821, at the college where he had been educated and where he continued to teach to the very last day of his existence.

Without much tasking my memory, I recollect at once about fifty contributors of both sexes, in prose and in verse, to the French literature of Louisiana. I have no doubt that this number could be greatly increased on closer investigation. Surely this is no bad showing, in so short a time, for a very small population accused of extreme illiteracy and situated far away from any one of those large centers of civilization where the labors of writers have a chance of remuneration by the acquisition of fame, at least, if not of wealth. Three of them, Victor Séjour, Henry Vignaud, and, particularly, Albert Delpit, removing to better fields for the gathering of laurels, have reached more or less celebrity in Paris. Among those who have remained with us I will cite two brothers, Adrien and Dominique Rouquette, Placide Canonge, Alfred Mercier, Charles Deléry, Oscar Dugué, Alcée Fortier, Constant Lépozé, Tullius St. Cérant, Miss Léona Queyrouze, Mrs. de La Houssaye, Miss Marie Roussel, and many others whom the space within which this article is to be confined does not permit me to enumerate, much less to comment upon. I will only say that they have shown talent, and that more than one of them, if on a more favorable theater, would have shone with more brilliancy than they have done in an atmosphere too restricted for the expansion of their wings. They certainly deserve great credit for what they have achieved where there was, and could be, but little encouragement, and where even complete success would have placed but a barren scepter in their hands.

Some Louisianians of French origin established, a few years ago, what they called "L'Athénée Louisianais," to maintain the purity and secure the continuation of the existence of the language of their ancestors. This institution is in a flourishing condition. The members meet at regular intervals, and sometimes invite the public to

their sittings, which, on such occasions, are largely and enthusiastically attended. Once a year two subjects are offered to literary competition. One is for female and the other for male writers. A gold medal is given to the laureate of each sex. This anniversary attracts an immense concourse of zealous attendants. What people could have done better under existing circumstances of a not very favorable nature? The facts which I have presented in so condensed, and therefore in so imperfect, a manner are, however, sufficient to demonstrate that this portion of the population of Louisiana does not deserve the reputation of being totally indifferent to literary pursuits.

In this age the literature of every civilized country is, to a very great degree, under the control of journalism, that trumpeter of praise and blame, which is itself a part of literature. Among the French journalists of Louisiana there have also been men of much talent. Many years ago, a comic actor of the name of Daudet established in New Orleans a journal in which there was no deficiency of sparkling wit and terse humor. Two other papers of a more elevated order deserve to be honorably mentioned. They were *L'Ami des Lois*, edited by Leclerc, and the *Courrier de la Louisiane*, edited by Thierry. The latter frequently wrote articles of extraordinary merit. They were grave, lofty, sometimes sarcastic, but never frivolous and wanting in dignity. Leclerc was of a different character. The frame of his mind was of a slighter build. If Thierry was the lion-hearted Richard of the press, Leclerc was its Saladin, and exceedingly combative. But he used the Damascus blade instead of the battle-ax. He delighted in satire and in sarcasms, which, however, seldom degenerated into coarse language exceeding the limits of polished decency. Referring to a modern invention, for the purpose of illustration, I will say that his journal was a mitrailleuse in prose and verse, and that this combination of literary grapeshot had a tremendous effect on what he intended to demolish. It will not appear strange if I state that *L'Ami des Lois* and the *Courrier de la Louisiane*, being at that epoch the two principal and leading journals in New Orleans, kept up a lively Pickwickian sort of war against each other, and occasionally indulged in a reciprocal exchange of feline scratches, without going, however, so far as the famous Kilkenny cats. It was then as it is now, between two rivals for public favor, and will ever be, as a matter of course—the same natural causes always producing the same effects.

One day Leclerc, who had, it seems, singed the beard of somebody, was loudly threatened with a thrashing. On the next morning there came out this epigram, of which I remember the substance, but not the precise words:

Mævius publicly threatens me with chastisement. I beg the police not to be uneasy. The collision is absolutely impossible. For Mævius never goes to Parnassus, and I never repair to the donkey's treadmill.

On another occasion he had a rencounter at the Public Exchange with somebody whose skin had been roughly grazed by one of his shafts. Sword canes were drawn, and he was severely wounded. Being picked up, he calmly and sneeringly said to those who were assisting him:

Gentlemen, I call upon you to witness that my adversary has justified me in calling him an ass; for I needed bleeding in this hot spell of weather, and the fool, instead of injuring me as he intended, has saved me the surgeon's fee.

In those days we used to have in our legislature some of the most respectable and substantial representatives of the ancient population—so substantial that they systematically refrained from evaporating into flimsy, empty, and windy words. They never spoke, but voted right. They were the mutes of the legislative hall, if not of the seraglio. Two of them, of high social standing, were particularly conspicuous for this tenacious observance of silent legislation. I substitute fictitious names for the real ones maliciously used by Leclerc, when, at the head of the first column of his paper, there appeared these words in very large capital letters, followed by points of exclamation down to the bottom of the long sheet:

At last they have spoken! Hon. Jean Bonhomme sneezed, and Hon. Cadet Roussel judiciously replied: "God bless you!"

Before entering on the English side of my subject, I must not omit to mention, with due respect and commendation, *L'Abeille de la Nouvelle Orléans*, which, on account of its age, substantial merit, and long-lived influence, is entitled to be acknowledged the head of the French press in the Crescent City, which includes several other well-managed papers.

As to English literature in Louisiana, taken in its broadest scope, and embracing law, medicine, and all the other departments of knowledge respectively appertaining to it, I have counted, on a hasty and superficial review, a host of male and female writers amounting to more than a hundred; and I am convinced that I have remained in my approximate estimate far short of the correct number. I will enumerate a few of them, such as Audubon, Judge Xavier Martin, Dr. B. M. Palmer, G. W. Cable, Alfred Roman, T. Wharton Collens, Lafcadio Hearn, E. C. Wharton, James R. Randall, Alexander Walker, John Dimitry, John W. Overall, Father Ryan, the patriotic poet, and many others. The writers of the fair sex seem to be as numerous, if they do not actually predominate, such as Mrs. Buckner, Mrs. Mollie Moore Davis, Mrs. Nicholson, "*Constant Beauvais*" (Miss Léona Queyrouze), Miss Bisland, Mrs. Gideon Townsend, Mrs. Mary Walsingham, Mrs. Mary Bushnell Williams, Mrs. Mary Whitaker, Mrs. Marie Louise Clarke, Mrs. Field (well known as Catherine Cole), Mrs. Anna Peyre Dinnies, Mrs. Sarah A. Dorsey, Mrs. Eliza Ann Dupuy, Mrs. Susan Blanchard Elder, Mrs. Virginia French, Miss Grace King, Miss Florance F. O'Connor, Miss Louise Livingston Hunt, Mrs. Mary

A. Bryan, Miss Julia K. Wetherell (now Mrs. Marion Baker), Mother Austin Carroll (superior of the Sisters of Mercy), and others whom I can not recall to my memory on the spur of the moment. And yet, in the face of such facts, Louisiana is reproached by prejudiced critics with a complete want of culture, and even with having no desire or affinity for enlightenment! We are the slothful lovers of ignorance! But is this true? Have we not achieved something commendable in the field of literature, particularly when it is considered that it has been done under the most untoward circumstances, to which I shall presently allude? For more information I recommend to anybody who may feel interested in this subject a very valuable book, written by James Wood Davidson, of South Carolina, in 1869, and entitled *The Living Writers of the South*. The volume contains the names of 241 writers—166 male and 75 female. This was twenty-one years ago, at the darkest period of our history. Is not this an undeniable proof of the intellectual industry of the South? And is it not well known how rapidly she has developed her resources since the winter of her subjugation has been made glorious by the fair sun of restoration to her original liberties and rights of sovereignty?

I have given a rapid sketch of the birth and progress of literature in Louisiana from the colonial epoch to the present time under circumstances which make the development it has attained a matter of no little surprise. At the beginning of this century the present area of our State was comparatively a wilderness, where its scattered inhabitants had to attend to the first wants of physical existence rather than to the culture of the mind—to material comfort rather than to intellectual ornament. They had to struggle against the hostility of the elements, against hurricanes and overflows, against the inclemencies of an ever-variable climate; to cut down primitive forests; to prepare the virgin soil for cultivation; to drain dismal swamps; to defy the breath of pestilence; to chain to its bed the mightiest of rivers; to build levees far and wide, broad and high; to develop incipient agriculture and commerce; to invite and attract Caucasian immigration; to create wealth by opening avenues to all sorts of industries; to drill, supervise, nurse, feed, clothe, and civilize to a certain extent the barbarians of Africa, whom the governments of France and Spain had successfully introduced into Lower Louisiana, whose semitropical climate, more hot, more damp, and malaria-laden than at present, after so many improvements by the efforts of man, and whose half-submerged surface at periodical epochs, repelled the white and skillful labor which would have been so desirable.

Besides, everything political, civil, and social was again to be modified and organized, in 1803, in a Commonwealth doomed to be so often distracted by a change of nationality. New laws, new principles, new rules of action, new springs of thought, new sources of sentiment and affection, even a new language, to be adopted; a transformation

of customs and usages, and inevitable discords arising from such a state of affairs; the confusion resulting from the removal of old landmarks; an apprenticeship of liberty and self-government imposed by Congress and the President, which lasted nine years; next, a laborious evolution into State sovereignty, leading to political and social struggles, and to race antipathies that ceased only by a gradual adaptation to logical consequences and irresistible exigencies which were to be submitted to, and also by a painfully slow fusion of incompatibilities. All this crowded into a space of fifty years, during which, by dint of persevering and intelligent labor, Louisiana had culminated to a high position in the American constellation of confederated stars, when in 1861 there was a rush into four years of horrid war, followed by defeat and universal ruin and about twelve years of such misrule as beggars description. And yet, notwithstanding all the obstacles, from about 30,000 whites that we were at the utmost in 1803, within the present limits of the State, we have grown in about eighty years, the span of a man's life, into a white population of over half a million. Surely one would suppose that, absorbed by the necessity of providing with food, clothing, shelter, and even rudimentary education such a stupendously growing family, Louisiana would have had very little leisure to turn her attention from her fields of sugar cane, corn, cotton, and rice to those of literature. I have shown, however, by a merely superficial examination of the subject that she has produced literary men and women well known to fame at home and abroad, whom, like the mother of the Gracchi, she can exhibit as her jewels to the arrogance of boasted superiority over her fancied poverty.

I have sketched with broad strokes what literature has accomplished in Louisiana to the present day, in two languages, the French and the English—a singular phenomenon, by the by, not observable anywhere else in these United States, and seldom, if ever, seen in any other country. It is not probable, however, that this will long exist, now that the English language has gained so much ground over the other. For reasons too self-evident to need demonstration, nobody in Louisiana who has mastered the language of Shakespeare and Milton, of Prescott and Longfellow, will henceforth resort to any other in writing a book. There would be neither fame nor money in it, and therefore it will hardly be attempted in this utilitarian age, in which what does not pay has grown entirely out of fashion. Hence, in the future, there is to be in our State no literature worth mentioning and born to live but what shall be cradled in the lap of the language spoken from Maine to Florida, and from Florida to El Paso Del Norte and California. The Fates do not take into consideration the regrets of mortals.

Should we judge from present appearances and from precedents, we must infer that Louisiana will keep progressing in literature with a firm



and confident step. Auspicious skies seem to look down upon the prospect, for never was there such an effort to bring education to the very door of everybody within her limits. We have an ever-increasing number of flourishing private and public schools, and we have established more than one college and university. All this is encouraging; but wherever there springs any good, the coming of a corresponding evil is always to be guarded against. Thus, may not with us the superficial expansion of the area of knowledge be at the expense of its depth? There is here a standing question of concentration and solidification against dilution and rarefaction, or evaporation, which remains to be solved. There may be schools unproductive of scholars, and scholars unproductive of literature. There may be more scholars issuing from a hundred than from a thousand schools, and there may be more steady and efficient study in one school than in ten, whose aggregate educational merit is weighed in the lump against that of the inferior number.

For instance, during our old régime, in the days of slavery and of supposed universal laziness among the whites, the children of those who were called Southern nabobs were made, in the College of Orleans now long defunct, to rise from pretty hard beds before daybreak in the winter. They had only half an hour for breakfast, and an hour for dinner and recreation. That was all the interruption to incessant study, except on Sundays and Thursdays, until the approach of night; and the annual vacation hardly exceeded three or four weeks. I am told that there is a good deal of change on these points in our modern institutions of learning. And the vigilant discipline of former times! and the ascetic austerity of living! whither have they fled? Will it be believed that the youthful, soi-disant luxurious scions of domineering masters had, for their breakfast, to go every morning to a small aperture in a pantry within which stood a slave—the still vividly remembered Bruno—who distributed with autocratic authority to each one of them half a loaf of dry bread? Verily it was all that they got. Were such a Spartan diet imposed on our rising generation of students, would there not be a spontaneous revolution and an enthusiastic declaration of independence?

I will avail myself of this opportunity to notice, in a parenthesis, a curious fact. Now that labor of every kind is so generally advocated and honored as the most important and praiseworthy of all earthly things, physical labor is anxious to shrink to only eight hours out of the diurnal twenty-four; hence mental labor must be entitled to be reduced to four, which is a just proportion, considering that brain-work, according to the medical faculty, is twice as exhausting as that of the muscles. The increased dignity of labor of every kind may require this increase of pampered leisure; but what of the paucity of production as the result of it? And what of the consequences, taken in connection with an inevitable competition against other nations *less solicitous about physical and intellectual repose and comfort?*

Let us hope, nevertheless, for the sake of our present and future writers, that, notwithstanding this advocated diminution of labor, physical and intellectual, required by the equality of dignity and the necessity of sportive recreation for both—the number of readers being multiplied beyond all precedents—the supply of literary food will be proportionately kept up to the ratio of the market demand; and yet I must confess that there is another shadow rising over the horizon of my hopes, and darkening its roseate colors. My apprehension proceeds from this fact: Fifty years ago, when the population of New Orleans was comparatively small, and there were fewer schools, and considerably less talk about universal education, the sale of books in the Crescent City was strikingly larger than in the year of our Lord 1888, and in the preceding ones since the close of the secession war.

The booksellers of the ante-bellum epoch, French and English, used to sell with ease magnificent editions of the productions of Greek, Latin, French, and English literature, and made fortunes at it. Now the representatives of that trade say that, if they confined themselves to the selling of books, they would go into bankruptcy. They have to fall back on illustrated magazines and all sorts of bric-a-brac. But magazines are only the light, flying artillery of literature, and not those big guns which achieve and secure permanent conquests in the domains of the mind.

Of the thousands of young men who attend our schools, there are probably but few who aspire to complete a thorough course of education. I am informed that the immense majority, when 15 or 16 years of age, are satisfied with what they have been able to acquire on the scholastic benches. They know how to read and write, and the four rules of arithmetic. That is enough. They must hasten to make a living, and submit to the early training which it requires. It seems almost to be a general impression that the fondness for the student's midnight lamp, and particularly a turn of mind for literature, disqualifies for business; and it is therefore believed to be distasteful to employers. I have heard teachers say that they had frequently, but in vain, proposed to complete without pay the education of boys who had displayed extraordinary abilities. But, no. The fatal hour for money-making had struck, and the summons had to be obeyed. All prizes are in these days for the swift-footed in the race of life. To start early, with light baggage and an irresistible, go-ahead velocity and power of perforation through all impediments, is the main point. Away, then, with the heavy cargo of the bullion of learning! It takes too much time to coin it into dollars and cents. This applies to our young women as well as to our young men, but with more force to the latter, for obvious reasons. If this is true, it is deplorably in the way of intellectual improvement, and is a serious obstacle to the healthy development of a sound and vigorous literature.

Perhaps those youths to whom I have alluded pursue a wise course in thinking of any other career in preference to a literary one, which is the most barren of all, at least in earthly goods, and which is much the least prolific in personal happiness, if we draw our conclusions from an average number of the biographies of authors. Bulwer, a good judge in this matter, gives to youthful literary aspirants a good deal of suggestive advice, which we sum up in a few words: "Be independent, first, and then write, if so disposed. Therefore, be a baker, a butcher, a tailor, a grocer, or anything else, to acquire that independence, and then be a Walter Scott or a Byron, if you can." This is sound advice. Unfortunately it is difficult, it is almost impossible, for one who has been for years and for the better part of his life the worshiper of Plutus, to become later a successful wooer of the Muses and a favorite of Apollo.

But literature is to the brain of man what religion is to his heart. It is an imperious, an innate want, whose craving will have to be satisfied in Louisiana, as elsewhere, in proportion to the progress of civilization and wealth. Literature is the manifestation of how much soul there is in a social body; and those nations which have been without a literature, whatever of power and material wealth they may have obtained, have been nothing but corpses floating like dead logs on the stream of history. It is as if they had never lived, for they did nothing to delight, to comfort, to improve mankind in that spiritual part of its existence which distinguishes it from the one granted to the lower order of created beings. Those nations are buried in the cemetery of the past, and their meaningless tombs, colossal as they may be, are the mute and only records they have left. But we, the people of the United States of America, are not, and do not intend to be, corpses. We, on the contrary, intend to leave to the remotest posterity such beacons of light as will make our annals legible in their inscription on the face of this continent. Be it therefore the ambition of Louisiana largely to contribute to the formation of a national literature that shall tower up to an unprecedented height, and present to the four quarters of the horizon all its sides, equally resplendent with competitive brilliancy, and constituting an imperishable whole of surpassing perfection.

But the truth must be told to those athletes of the intellect who, wearing the colors of Louisiana after the fashion of the knights of old, may venture into the national arena, where they will have to compete with so many champions from the other parts of the United States. They will have many obstacles to surmount about which they must be forewarned, so that they may not be surprised and discouraged when grappling with them as if with unexpected foes; and if, after being thus forewarned, they enter into the lists, their merit, whether they succeed or succumb, will be the greater. Let them, therefore, be frankly told that, in a worldly or business point of view,

the literary career is the most laborious, the most uncertain and unremunerative one which they can choose. It is the *via dolorosa* to the Calvary of martyrdom.

But since those who contribute to the glory of their country are most of them to be reckoned among martyrs, let Louisiana by all means have her portion in those victims of self-sacrifice, a few of whom may in the end find themselves, with many thorns in the flesh, on the high road to fame, but seldom to contentment and to the enjoyment of the comforts of competency. On the contrary, it is the most fertile in disappointment and in woe; for the *Night Thoughts* of Young are not sadder reading than the lives of the majority of the most famous authors, from blind Homer, begging his bread, to half-crazed Rousseau, making a living not by his immortal works but by copying music; from him to Edgar Poe, fevered with poverty, drunk with the pride of genius, wallowing in the mud of humiliation and neglect; and to Macaulay or Hawthorne, who, as they admit themselves, would at a certain epoch of their existence have starved if official patronage had not come to their rescue. For one who dazzles the multitude by grasping the laurel crown on the Capitolian height, and whose example stimulates so many to attempt the same daring exploit, thousands perish in obscure byways and lanes, with the heart-rending consciousness of the possession of talent which chance, luck, or opportunity did not favor.

A talent for writing is getting to be so common in these United States that it looks as if the superabundance of our literary productions will necessitate a protective tariff, as much as coal and iron, to secure remuneration. I remember having read in *Harper's Monthly*, not long ago, that there are not, outside of the regular newspaper writers, a dozen men over the broad surface of our highly educated country who succeed in making a living exclusively with the pen. I remember also having derived from the same unquestionable authority the information that very few magazines pay a "living price" to contributors, and that these few are constantly supplied with 100 per cent more material than they annually need. So much for magazines. As to books, there is such a deluge of them that the market is literally glutted, and I have heard one of the most famous writers of Massachusetts say that he estimated the average life of books to be seven days. What, then, are the chances to procure the means of subsistence from such a precarious source? To rely on it would be as if relying on a lottery ticket. It would be as wise to attempt to erect a solid building on the ephemeral wings of a butterfly. Perhaps it may be said that this may be true for mere talent, but that it can not apply to genius. Is it so? Does not experience or history speak to the contrary? And does not Dr. Oliver Wendell Holmes say correctly, in his *Professor at the Breakfast Table*, that "genius stands twice the chance of talent to die in a hospital, in jail, in debt, and in bad

repute"? This is very logical, as every envious mediocrity—and the world is made up of mediocrities—is the natural enemy of genius, and slanders or opposes it in every possible way with implacable perseverance. Moreover, as the precious metals are in the bowels of the earth, and genius always looks up and never down, it follows that without friendly protection it is doomed to a hospital or to a jail for debt.

These are serious considerations, to be thoughtfully weighed by those youths who, coming out of the seminaries of learning in our State of Louisiana, after having gone through their academical course of studies, will be disposed to seek in literary pursuits the means of securing for themselves an independent and perhaps a brilliant existence. Another difficulty in their way is a geographical one. They will soon discover that they are at a very great distance from New York, Philadelphia, and Boston, to which every writer must look for a publisher and for a market, because we have not a single publisher of any consequence in the South. How can, for instance, an author living in New Orleans keep himself posted as to the wants of those three great intellectual centers? What an advantage it would be for him to be in daily personal communication with those from whom he expects employment! What inevitable and annoying delays there are in correspondence by letters in matters of this kind! How many useful things he would rapidly learn by social contact, by the formation of sympathetic habits and associations, and by the opportunity of an easy and prompt interchange of views! What mortifications and failures he might avoid by being on the spot where his transactions are to be carried on! In more than one instance a Louisianian will have to be strengthened by an irresistible literary vocation, not to be discouraged. I will mention one case in point as illustrative of my statement.

A young native of our State, splendidly qualified for success in literature, but perhaps afflicted with too much sensitiveness, resolved to make a living by his pen. His first step was to write with much care twelve different articles on several subjects and send them to some of the most eminent magazines and reviews of the North. After a delay of about one month of intense anxiety, he received as many answers as he had forwarded essays. Those answers were all written in about the same style, as follows:

Thanks for your very remarkable article. We read it with great delight, but we regret that for many months to come we shall have no room for its publication. Therefore we return it, with warm acknowledgments for the favor you have done us.

The young author felt greatly dejected, but his dejection was not unmingled with a certain degree of elation. He had written, after all, twelve articles admitted by competent judges to be remarkable. This was a considerable point gained; his capacity could no longer be a

matter of doubt to himself. He had only to be patient and to wait for the opportunity to show the public his concealed intellectual treasures. But one night, as he was contemplating with a sad eye his twelve returned manuscripts arrayed before him in a grim row, he took the one which he thought the ablest, and which had elicited more commendation than the rest, and as he paternally caressed it with one hand it struck him that it looked as if it never had been opened and had remained exactly as he sent it. This was a horrible idea, and the devil suggested to him an experiment. Finding himself at that moment in a cloud of mosquitoes, he caught a number of them, which he inserted between each leaf of his manuscript, where they could not possibly remain unremoved should the opusculé be opened and read. Nicely adjusted and again neatly tied with red tape, the bundle was sent back, and was followed by a note in which the writer, reconciling his conscience to a white lie, begged the attention of the editor to the new subject submitted to his consideration, while in reality it was the same already rejected. Promptly this time the package was returned with these lines:

We renew our thanks. Your new essay far exceeds the preceding one in interest, able as that was; but we lament the impossibility of publishing it on account of previous engagements and of our having on hand a large stock of already paid for and illustrated articles.

Our young friend tore open with an impatient hand the envelope of the manuscript, and lo! every mosquito dropped from the page where it had been deposited, thus testifying that their repose had never been disturbed. This youth had sense and nerve, and putting forever his pen in that safe little locality which lies between the ear and the side of the head, he grasped the spade and the plow, and is now acquiring an honest independence by raising extra-early cabbages, which he sends North instead of manuscripts.

My object in this article is to show that Louisiana has a right to a better reputation than she has hitherto possessed as to intellectual wealth, and as to an active desire for its increase. She has the laudable ambition to educate herself to the standard of the most favored of her sister States. She needs encouragement for her rising generation of youthful writers, who have no chance for making themselves known except by sending their productions to the North, where alone the means of publication exist. We have lately seen with much gratification a liberal disposition on the part of Northern publishers to encourage Southern literature, which it is in their power to develop perhaps to a degree beyond their expectation, particularly in Louisiana, whose genial climate is equal, if not superior, to those of Greece and Italy, and where, under auspicious skies, the fertility of the brain should correspond with that of the soil.

### APPENDIX III.

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MAIN BUILDING (FRONT VIEW), UNIVERSITY OF MISSOURI.



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EDITED BY HERBERT B. ADAMS

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No. 21

HIGHER EDUCATION

IN

MISSOURI

BY

MARSHALL S. SNOW

*Professor of History, Washington University, St. Louis*



WASHINGTON  
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## LETTER OF TRANSMITTAL.

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JUNE 7, 1898.

SIR: I have the honor to submit herewith the twenty-first number of the current series of contributions to American educational history, prepared for this Bureau and edited by Prof. Herbert B. Adams. The present volume is the history of Higher Education in Missouri, planned by Prof. Marshall S. Snow, of Washington University. Missouri, like Louisiana, originated in a French settlement. After 1820 the State was settled chiefly by immigrants from Kentucky and Virginia. After 1848 a large number of Germans settled in and about St. Louis. By that time the great stream of Northern migration had reached the Mississippi and crossed it into Iowa and Missouri. The early settlers founded the State educational system on a very broad basis, as may be seen by studying the laws founding the State University and the common-school system.

The history of the State University, at Columbia, and of Washington University, of St. Louis, are of great interest as furnishing two types of educational enterprise, each one achieving a successful career.

Respectfully submitted.

W. T. HARRIS,  
*Commissioner.*

Hon. CORNELIUS N. BLISS,  
*Secretary of the Interior.*



## INTRODUCTORY NOTE.

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The purpose of this series of papers is to illustrate the rise, development, and recent conditions of higher education in Missouri by studying a few representative institutions of high grade, each one standing for certain interests and influences peculiar to its surroundings. From more than two score institutions in this State which have a chartered right to grant academic degrees have been selected six, as follows:

- (1) The State University, at Columbia.
- (2) Central College, at Fayette, under the control of the Methodist Episcopal Church South.
- (3) William Jewell College, at Liberty. A Baptist college.
- (4) Westminster College, at Fulton, under the direction of the Presbyterian Church.
- (5) Drury College, at Springfield, endowed and maintained chiefly by Congregationalists.
- (6) Washington University, St. Louis. Nonsectarian.

The sketch of Washington University has been prepared by myself. For the others I am indebted to the valuable assistance of members of the faculties of the several institutions of which they treat. The names of the writers will be found at the head of their respective papers.

I desire to express here my thankful appreciation of this valuable cooperation in a work of common interest to us all.

Without their aid, so cheerfully rendered, my own task would have been an impossible one. As far as possible their contributions have been left untouched, such changes only having been made as were necessary to give unity to the whole work.

MARSHALL S. SNOW.

WASHINGTON UNIVERSITY, *St. Louis.*





## Chapter I.

### THE UNIVERSITY OF THE STATE OF MISSOURI.\*

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By THOMAS JEFFERSON LOWRY.

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An alumnus, whose opportunities for knowing the subject were equal to those of any person living, in an open letter to the thirty-first general assembly of Missouri in 1881, says of the Missouri University—and with far greater propriety than if the words came from one connected with it:

Probably no institution founded in the Mississippi Basin and buffeted by such adverse influences has left, at the close of the first semicentennial of its existence, a more profound impress on our Western civilization than has the Missouri University. The wisdom of David Barton and compeers anchoring it in the constitution of 1820, the great ability and steadfast paternal devotion of its organizer and first and fifth president, John H. Lathrop, the efficiency and enthusiasm of its presidents, James Shannon and W. W. Hudson, its faithful professors, its thorough teaching, gave it character as the leader of Southwestern education and brought it successfully through the first twenty-five years of its existence to the close of the civil war. Then the awakened sense of justice of the Missouri legislature, the redoubled munificence of the United States Government, the renewed liberality of Boone County and of Columbia, the openhanded generosity of successive general assemblies, and the political sagacity, broad statesmanship, matchless eloquence, unwearied devotion of Hon. James S. Rollins, a few devoted alumni, and other faithful friends, enabled those grand old organizers, statesmen, educators, presidents, Daniel Read and S. S. Laws, to broaden, deepen, solidify its foundations as they directed and shaped its growth into a true American university. Its influence was far-reaching: "it measurably vitalized education throughout the State;" its graduates became molders of public thought, conservators of our civilization, promoters of progress throughout the West and Southwest, until it eventually succeeded in arousing and interesting the Commonwealth herself in the highest organ of her intellectual life. Better than all this, its spirit was modest, generous, progressive; its presidents unselfish, able, learned, devoted, inspiring; its professors capable and zealous, making the university a cause, not a convenience; it was strong, for, while not attempting to teach everything, it taught the subjects which it did undertake with increasing thoroughness. This institution is fast coming up to the full idea of a true American university, and thus rooting itself in the confidence, pride, affections of the people, and slowly but surely becoming the crown and glory of our State system of education. Many of our educational institutions, and thousands of the citizens of

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\* For latest statistics see p. 164.

the West and South in every walk of life will cheerfully acknowledge a large debt of gratitude to the Missouri University.

A school of such power challenges a study of its history and structure, which is in some respects unique. The complete history of this university is full of interest, for it shows a steady growth, it records many experiments, it gives valuable data for comparing the educational results of diverse systems. But such a history is not our present task. To sketch briefly, plainly, the history of the university, and to describe concisely the salient points of its peculiar structure, is the object of the ensuing pages.

To this end the reader is invited to notice—

#### I. THE ORIGIN OF THE UNIVERSITY.

Its historic background.

The idea of the university.

The means for founding the university.

#### II. FOUNDING THE UNIVERSITY.

Locating the university.

Bill for locating.

Located in Boone County.

Instituting the university.

The original Geyer act.

The amended Geyer act.

Organization of the university.

Its legal organization in 1839.

The building.

Scholastic organization.

Preliminary organization.

Dedicating the university.

Completed organization.

St. Louis Medical School.

Reconstruction, on Virginia plan.

Reorganization of the university.

Locating "college of agriculture and mechanic arts."

Reorganization, scholastic.

General plan.

Military department.

Normal school.

Agricultural and mechanical arts college.

School of mines.

Law school.

Medical school.

University organization, July 4, 1876.

School of fine arts.

Engineering school.

The Laws observatory.

Sale of large part of agricultural college lands.

Articulation of Missouri Medical College with the university.

Enlarging university building.

State aid to university from 1877 to 1899.

Rededication of university as enlarged.

Death of Professor Ficklin.

**II. FOUNDING THE UNIVERSITY—Continued.**

University organization, July 4, 1889.

1. The schools of the university; its presidents as teachers.
2. Examinations.
3. Degrees.
4. Government of university.
5. The societies.
6. Scholarships.
7. Duration of session and vacation.
8. University periodical.
9. Coeducation.
10. A retrospect.
11. Deaths of Major Rollins, Professor Pratt, and Judge Bliss.

**III. THE SERVICES WHICH THE UNIVERSITY HAS RENDERED TO THE STATE OF MISSOURI AND TO THE WHOLE WEST.****IV. THE PLACE OF THE UNIVERSITY IN THE EDUCATIONAL SYSTEM OF MISSOURI.****V. GIFTS TO THE UNIVERSITY BY THE UNITED STATES GOVERNMENT, BY THE STATE, BY THE COUNTIES OF BOONE AND PHELPS, AND BY INDIVIDUAL DONORS.****VI. PERMANENT AND FIXED GENERAL ENDOWMENTS OF THE UNIVERSITY.**

A. Nonproductive endowments.

B. Productive endowments.

**I. THE ORIGIN OF THE UNIVERSITY.****ITS HISTORIC BACKGROUND.**

When first established in 1839 the university was a creature of the munificence of the United States Government and of the liberality of the people of Boone County. But at its reestablishment in 1870 the United States Government, Boone County, the State of Missouri, and the town of Columbia all contributed. The leading spirits in this reestablishment were James S. Rollins and Daniel Read.

The policy of the General Government to aid the States in the work of education by land grants was first suggested in a letter of Gen. Rufus Putnam to General Washington, June 16, 1783. This policy was formulated by Thomas Jefferson in the ordinance of 1787, in the following language:

And for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws and constitutions, are erected, etc.:

*It is hereby enacted and declared by the authority aforesaid* [i. e., of the United States in Congress assembled], That the following articles shall be considered as articles of compact between the original States and the people in the said Territory [northwest of the river Ohio], and forever remain unalterable, unless by common consent, to wit:

\* \* \* \* \*

**ART. 3.** Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

In the act of Congress of 1812, organizing the Territory of Missouri, this article of the ordinance of 1787 was carried across the Mississippi and somewhat amplified, as the following extract from that act shows:

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be encouraged and provided for from the public lands of the United States in said Territory in such manner as Congress may deem expedient.

When the State of Missouri was organized out of this Territory, Congress deemed it expedient, as above provided, to devote two townships of land to "a university," and one thirty-sixth of the entire public domain, together with saline and swamp lands, to "township [now district] schools."

The university, called "a seminary of learning," and "the township [now district] schools" were planted together as coordinate and constituent parts of the public-school work of Missouri in the enabling act of Congress, March 6, 1820; in the ordinance of July 19, 1820, acquiescing therein, prior to the constitutional organization of the State; and also in the first constitution of the State, adopted in St. Louis, July 19, 1820, in the following explicit utterances, in the first and second sections of the sixth article:

Schools and the means of education shall be forever encouraged in this State.  
\* \* \* One school or more shall be established in each township.

The general assembly shall take measures for the improvement of such lands, etc., to support a university for the promotion of literature and the arts and sciences; and it shall be the duty of the general assembly, as soon as may be, to provide effectual means \* \* \* for the improvement and permanent security of the funds and endowments of such institution.

Missouri stipulated and covenanted in her original organization to promote or move forward the sciences, the arts, and literature.

In the light of the foregoing it is clear that the higher education was thus identified with the lower, as coordinate and constituent, necessary parts of one whole—the public-school work of Missouri—upon the original organization of the State. And further, that "the maintenance and promotion of the university, as well as of the public school, was a covenant obligation, an inalienable obligation, deliberately and solemnly assumed by Missouri, as one of the organic conditions on which she was constituted a State and united with her sister States in the Federal compact." \*

#### THE IDEA OF THE UNIVERSITY.

The idea of a university for Missouri, called "a seminary of learning," was engendered in the act of Congress, February 17, 1818; was embodied in the enabling act of Congress, March 6, 1820, and in the ordinance, July 19, 1820, acquiescing therein, prior to the constitutional organization of the State, and the second section of the sixth

\* From a published address delivered by President S. S. Laws before the Missouri legislature in 1877.

article of the constitution of 1820 (written by David Barton) gives it birth as part of the organic law of Missouri. The original constitution of Missouri decrees that this "seminary of learning" shall be "a university for the promotion of literature and the arts and sciences"—a comprehensive and masterly definition of a true American university. The constitution of 1865 says:

The general assembly shall establish and maintain a State university, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public-school fund will permit.

The constitution of 1875 puts it, in Article XI, sections 5 and 6:

The annual income of the public-school fund, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining the free public schools and the State University, and for no other uses or purposes whatsoever. The general assembly shall, whenever the public-school fund will permit and the actual necessity of the same may require, aid and maintain the State University now established, with its present departments, namely:

A college of languages and sciences, with professional schools in agriculture, in teaching, in law, in medicine, and in mining. We see, therefore, that the university is an integral part of the public-school organization established by law and embedded in the successive constitutions (1820, 1865, and 1875) of this State; and it is the traditional and established policy of this State to support and promote the university as the crown and glory of the public-school system.

#### THE MEANS FOR FOUNDING THE UNIVERSITY.

The means for founding the university was a grant of two townships (46,080 acres) of land from the United States Government to the State of Missouri "for the use of a seminary of learning." One of these townships, to be "located on the waters of the Missouri," was reserved for the Territory of Missouri for "the support of a seminary of learning" by act of Congress, February 17, 1818, and this township, together with "one" additional "entire township" (making two townships in all) was, by the enabling act of Congress, March 6, 1820, donated to the State of Missouri "for the use of a seminary of learning," but it was not until the passage of the act of January 24, 1827, that these seminary lands were authorized to be selected for and confirmed to the State of Missouri "for the purposes of a seminary or seminaries of learning."

The legislature of Missouri was, by act of Congress, March 3, 1831, authorized to sell these seminary lands and invest the proceeds solely for the use of such seminary. And the Missouri legislature did, by acts of December 31, 1830, January 17, 1831, January 29, 1833, and March 17, 1835, provide for the sale of said "seminary lands." The result of this legislation (offering them at a minimum price of \$2 per

acre\*) and of the threats and forcible overawings of a land mob of banded settlers, was that barely \$78,000 was realized for these magnificent lands, then worth at least \$128,000. This \$78,000 was invested in the stock of the old Bank of the State of Missouri, and when it had grown by accumulation to \$100,000, as by the Geyer act provided, then the question of locating and instituting the university began to be agitated.

## II. FOUNDING THE UNIVERSITY.

### LOCATING THE UNIVERSITY.

#### BILL FOR LOCATING.

On February 8, 1839, the general assembly passed an act making provision for selecting a site for the university. This act, drawn by Hon. James S. Rollins, provided that the site should contain at least 40 acres of land in a compact form, within 2 miles of the county seat of Cole, Cooper, Howard, Boone, Callaway, or Saline, which were central counties of the State, and to select the site this act appointed five commissioners: Peter H. Burnett, of Clay; Chauncey Durkee, of Lewis; Archibald Gamble, of St. Louis; John G. Bryan, of Washington, and John S. Phelps, of Green. These commissioners, by the terms of the act, were to meet in the city of Jefferson on the first Monday of June, 1839, and thereafter at the county seat of each county mentioned to receive conveyances of land and subscriptions of money as bids. After visiting all these county seats and receiving bids as required, the commissioners were to return to the seat of government and open the bids, "and the place presenting most advantages, keeping in view the amount subscribed, the locality, and other advantages," was to be entitled to the location.

The contest—a spirited one, awakening the liveliest interest in Boone, Callaway, and Howard—closed with the following bids in land and money: Boone, \$117,900; Callaway, \$96,000; Howard, \$94,000; Cooper, \$40,000; Cole, \$30,000. Saline did not enter the contest.

#### LOCATED IN BOONE COUNTY.

On June 24, 1839, the commissioners met in Jefferson City, opened the bids, and unanimously located the State university in Boone County. This bonus of \$117,900, offered by the citizens of Boone County, was a most remarkable subscription for a new and undeveloped county with less than 14,000 population, when there was comparatively little money in the country and before the effect of the great financial crisis of 1837 had passed away.† To the honor of

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\* About 25,000 acres of these lands were in Jackson County and among the best in the State. They would have then sold for \$5, \$8, and \$10 per acre at a fair and open sale.

† *President Read's History of the University.*

these citizens of Boone County, let it be said and forever remembered that not one dollar of this sum was ever repudiated, but the whole collected and appropriated to the benefit of the public school fund of the State as provided in the constitution of the State.\*

The following marvelous facts—self-sacrificing acts—illumine the brightest page of this university's history: Edward Camplin, who could neither read nor write, subscribed and paid \$3,000 to the Missouri University; five young men, students then in the Academy of Bonne Femme, subscribed each \$100, and afterwards by their own exertions earned the money and paid their subscriptions. Other men actually subscribed and afterwards paid more than they were worth at the time of their subscriptions, selling their farms, selling themselves out of house and home. The subscriptions of these citizens of Boone County were largely due to the energy, zeal, and eloquence of Hon. J. S. Rollins, Hon. John B. Gordon, Sinclair Kirtley, Judge David Todd, Warren Woodson, James M. Gordon, Dr. A. W. Rollins, William Cornelius, Dr. William Jewell, and Hon. A. W. Turner.

#### INSTITUTING THE UNIVERSITY.

##### THE ORIGINAL GEYER ACT.

On February 11, 1839, the general assembly passed an act "to provide for the institution and support of the State university and for the government of colleges and academies." This act, drafted by Hon. Henry S. Geyer, provided for academies and colleges in different parts of the State, to be articulately connected above with the State university and below with the district schools, and, further, that every college, academy, and seminary then existing or thereafter incorporated in the State, if not by its charter expressly exempted, should be under the visitorial power of the university curators. This act incorporated into the legal code of Missouri that admirable educational system which the great statesman, Thomas Jefferson, urged upon Virginia in 1779: "A general system of public education, satisfying alike the demands of all classes of the community, and comprehending three classes of schools," unified, graded, and organically articulated "as necessary parts of one whole," namely:

1. Elementary schools, to be maintained at the public charge and to be free to all.—(Missouri "township" (now district) schools.)
2. General schools, which should correspond to academies and colleges, for such as had time, means, and inclination for further culture; to be assisted to some extent from the public treasury, to be supported chiefly by the fees of pupils, and designed to embrace a thorough course of general instruction in languages, ancient and modern, natural science in all its departments, and philosophy, mental, moral, and political.—(Missouri's high schools, academies, and colleges.)
3. A university, in which should be taught, in the highest degree, every branch

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\* Switzler's History of the University.



of knowledge, whether calculated to enrich, stimulate, and adorn the understanding or to be useful in the arts and practical business of life.

For the university, the plan assumed that a large contribution from the public treasury would be necessary, because a larger expenditure would be requisite for buildings, repairs, salaries, apparatus, and incidental charges; and local and individual interests are less concerned in proportion, or seem to be less concerned in maintaining it; while sectarian and sectional jealousies would cause private contributions to be reluctantly and scantily doled out.—(Missouri University with its academic colleges and organically articulated professional schools.)

#### THE AMENDED GEYER ACT.

In obedience to the sentiment of the times, Missouri inaugurated Jefferson's general system of public education as to the district schools and the university, but she repealed, February 24, 1843, that portion of the Geyer act which provided for the government and partial support of the academies and colleges of the university. Virginia did the same. Michigan adopted and inaugurated this complete system of public education with its three classes of schools. The wisdom of her choice is to-day patent in the robust vigor of her entire public-school system and the marvelous growth and power of her university.

Those States which inaugurated only the district schools and the university are now dotted all over with "high schools," outgrowths from the district schools in response to public demand. These "high schools" continue to articulate with the more famous of our progressive universities, and just now the dry bones of the most conservative of our State universities are beginning to show signs of life in nervously seeking to articulate with "high schools" and academies. Wherever tried, the admission of students without examination upon certificates of "high schools," of whose excellence the university is satisfied, works well. One-third of the students at Harvard come thus from the public schools. The proportion in most universities is larger.\* One-half of the 400 academic students in Michigan University during the session of 1889-90 came from articulate "high schools," of which it then had 71.†

#### ORGANIZATION OF THE UNIVERSITY.

##### ITS LEGAL ORGANIZATION IN 1839.

February 11, 1839, the general assembly, in joint session, elected by vote, 91 to 1, the first board of curators: Eli E. Bass and T. M. Allen, of Boone County; I. O. Hockaday and John A. Henderson, of Callaway; Dr. John J. Lowry and Roland Hughes, of Howard; Thomas A. Smith and M. M. Marmaduke, of Saline; George C. Hart and Gabriel Tutt, of Cooper; Judge William Scott and R. W. Wells, of Cole; Thomas Allen, of Ray; David Weir, of St. Clair, and Josiah Spalding, of St. Louis.

\* *Bryce's American Commonwealth.*

† *The Nation*, January, 1890.





MAIN BUILDING (REAR VIEW), UNIVERSITY OF MISSOURI

The first meeting of this board, the governing body of the university, took place on the first Monday in October, 1839, at the site selected for the university by the commissioners. This site was then literally in the wild woods. This meeting resolved to proceed as soon as practicable with the erection of the main university building, and appointed Messrs. Hart, T. M. Allen, Henderson, Lowry, Wells, and Scott a committee to procure a plan for the same; it also appointed a committee to draw up a code of by-laws for the government of the board and to procure a university seal.

#### THE BUILDING.

An adjourned meeting, 28th of same month, transacted much important business, viz: Plans for the main edifice of the university were submitted; that of H. S. Hills, the architect of the State capitol, then in process of erection at Jefferson City, was adopted, and \$75,000 was appropriated for the erection and completion of the building. The vexed question of the precise spot for the building was settled. A committee—T. M. Allen, Eli E. Bass, William Lientz, and Warren Woodson—was empowered to contract for and superintend the erection of the main university edifice; Warren Woodson, for the committee, superintended the erection of the building. The property and building of "Columbia College" were formally delivered over for use of the university. This college became the property of the university as part of the locating subscription. R. S. Thomas, A. M., then a professor in this college, was elected a professor in the State University, in which capacity he served till June 30, 1853, when he resigned to accept the presidency of William Jewell College. He was one of the most distinguished educators and faithful teachers in Missouri.

It was also resolved to enter into correspondence with distinguished literary men, with the view of securing a suitable candidate for president of the university, and on Dr. Lowry's motion the president's term was fixed at six years, the longest period permitted by law, and his salary at \$3,000.

At a meeting on March 31, 1840, the erection of the main university edifice was awarded to Judson Clement, Phineas Kennon, George D. Foote, and Elliott P. Cunningham, the lowest competing bidders, for \$74,494.

The first report of the board of curators to the legislature says:

The main building of the university, a splendid edifice, will be prepared for the use of this State institution without touching a cent of the "seminary fund" or drawing a dollar out of the State treasury; and when paid for, there will be \$8,000 or \$10,000 of the locating subscription unexpended, which sum it is contemplated to expend in erecting professors' houses, dormitories, beautifying the grounds, etc. This sum is all the curators will have, by authority of law, to so expend, unless the legislature would authorize the sale of the real estate conveyed by citizens of Boone County to the university and the proceeds applied in aid of the above-specified objects.

Accordingly, the legislature did, February 24, 1843, authorize the curators to sell for use of the university all this real estate, except 20 acres for a university site.

An immense concourse of reverent Missourians, with loving hands, laid the northeast corner stone of the original main building of the university with great pomp and ceremony July 4, 1840. With that stone were deposited a copy of the university charter, names of the curators, United States coins, etc. Judge David Todd presided on that great occasion, Rev. Robert L. McAfee led in prayer, Prof. John Roche read the Declaration of Independence, and Hon. James L. Minor, of Jefferson City, delivered the address, at once masterly, impressive, eloquent.

Laying the corner stone of the university, July 4, 1840; dedicating the university, July 4, 1843; laying the corner stone of the building for "the College of Agriculture and the Mechanic Arts," June 28, 1871, and rededicating the university, as enlarged and improved, June 4, 1885—these are the red-letter days in the history of the University of Missouri.

#### SCHOLASTIC ORGANIZATION.

#### PRELIMINARY ORGANIZATION.

On July 3, 1840, John C. Young, D. D., president of Centre College, Kentucky, was unanimously elected president of the university, but declined.

Prof. John H. Lathrop, LL. D., of Hamilton College, New York, who had already a high reputation as an accomplished college officer, was, October 29, 1840, elected president of the university. November 16, following, he accepted in these words: "I accept, gentlemen, the place offered me, with a mind open to the greatness of the trust I thereby assume and with the full determination to pursue with zeal, fidelity, and the ability God has given me, the high and valuable end for the accomplishment of which the appointment has been made." His presidency began on December 1, 1840. He arrived at the university January, 1841, and on March 1, by request of the board, delivered a public address on "University education," which was at once able, scholarly, finished, impressive. President Lathrop entered on the active duties of his office March 1, 1841, and in accordance with his views the curators gave the university a preliminary organization. Courses of instruction were opened on Wednesday, April 14, 1841, in the old Columbia College building, with John H. Lathrop, president, and W. W. Hudson, George Hadley, and William Van Doran, professors.

In his report, September 30, 1842, the president gives 74 as the whole number of students to whom instruction had been given up to date. Of this number 2 had been prepared for the senior class, 4 for the *junior*, 8 for the *sophomore*, and 18 for the *freshman*.

The university's first commencement occurred November 28, 1843, with 2 graduates—Robert L. Todd,\* A. B., and Robert B. Todd, A. B.—the former now a banker in Columbia, Mo., the latter now a judge of the supreme court of Louisiana.

#### DEDICATING THE UNIVERSITY BUILDING.

July 4, 1843, prompted by President Lathrop, an immense concourse of the university community, citizens, visitors, and strangers, assembled to perform a high, patriotic, loving duty—the dedication of the University of the State to the cause of higher education. The sun shone from a cloudless sky. Under the direction of the grand marshal of the day, Nathaniel W. Wilson, the procession formed in front of the court-house and marched to the university chapel. Elder T. M. Allen led in prayer. William G. Minor, of Jefferson City, on behalf of the curators, delivered the key of the university to the president, accompanying the duty with a brief, eloquent, appropriate address; whereupon President Lathrop arose and addressed the vast audience for upward of an hour in “a most able and eloquent inaugural.”

#### COMPLETED ORGANIZATION.

The university having been established by the Geyer act, February 11, 1839, and the act amendatory thereto, February 24, 1843, three years were consumed in the erection of the main building, upon which was expended \$79,093.20. The organization of the institution was completed in accordance with President Lathrop's recommendations, by establishing, May 16, 1843, five professorships and electing thereto, September 6, 1843, five professors. The completed organization was:

1. Chair of ethics, history, civil polity, and political economy, President John H. Lathrop.
2. Chair of metaphysics, logic, rhetoric, and English literature, Prof. Robert S. Thomas.
3. Chair of ancient and modern languages and literature, Prof. George C. Pratt.
4. Chair of mathematics, natural philosophy, and astronomy, Prof. W. W. Hudson.
5. Chair of chemistry, mineralogy, geology, botany, natural history, and physiology, Prof. Edward H. Leffingwell.

The institution, under this completed organization, was opened for students on Wednesday, January 3, 1844. On that day the above professors were inaugurated and addresses delivered.

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\*Robert L. Todd, for twenty-five years the secretary and for thirteen years a member of the board of curators of the university, is a benefactor of the institution. He has proven himself a dutiful son, a faithful servant, a true friend of the university upon every occasion involving her interests and advancement.

The president's salary was, from October 28, 1839, to July 3, 1840, \$3,000; from July 3, 1840, to July 1, 1843, \$2,500 per annum without perquisites. Then, deeply sympathizing with the university in her financial embarrassments, President Lathrop, in a spirit of self-sacrifice and commendable liberality, requested the board to enact that from and after July 1, 1843, the emoluments of the president of the university be only \$1,250, together with the use of the president's house and \$5 per student per annum. This was the president's salary up to July, 1849.

On January 3, 1844, the salary of each professor was fixed at \$500 and one-sixth part of accruing tuition fees (i. e., \$5 per student per annum).

The St. Louis Medical College in St. Louis was, on motion of President Lathrop, January 26, 1846, articulated with the university as its medical department. The faculty of this department was authorized to hold their sessions and deliver their course of instruction in the city of St. Louis. The board elected the following professors in the medical department:

Joseph N. McDowell, M. D., professor of anatomy and surgery; Thomas Barbour, M. D., professor of midwifery and diseases of women and children; J. B. Johnson, M. D., professor of pathology and chemical medicine; Edward H. Leffingwell, M. D., professor of chemistry and pharmacy; Richard F. Barrett, M. D., professor of materia medica and physiology; John S. Moore, M. D., dean and professor of theory and practice of medicine.

The president of the university was made ex officio president of the medical faculty, and the professor of chemistry and pharmacy in the faculty of medicine ex officio professor of chemistry, natural history, etc., in the faculty of arts.

The St. Louis Medical College was thus connected with the university till 1856; then they were divorced.

September 21, 1846, John H. Lathrop was reelected president of the university for four years, but he was worried by politicians, and being offered the presidency of Wisconsin University at a \$2,000 salary, resigned September 22, 1849; nor was he shaken in his resolution even by the unanimous vote of the curators, January 29, 1849, to increase his salary and extend his presidential term to September 21, 1854.

On November 9, 1849, Rev. James Shannon, president of Bacon College, Kentucky, was elected president of the university "during good behavior." His chair was "ethics, civil polity, constitutional and international law, and political economy." President Shannon's religious, political, personal magnetism drew an increased number of students to the university, but his continued mingling of preaching and politics caused such dissatisfaction that the general assembly, by *act* of December 4, 1855, declared vacant, on July 4, 1856, all the

offices held by the president, professors, and tutors of the university. The curators unanimously reelected James Shannon president of the university from July 4, 1856, to July 4, 1862. This honor he declined.

On July 4, 1856, Prof. W. W. Hudson, of the university, was elected president. He retained his chair of physics, astronomy, and engineering. Under his presidency the growth of the university was vigorous, healthy, continuous up to his death, June 14, 1859. The university, Columbia, the alumni, mourned their loss. He was a member of the first faculty (1843), with his heart in the cause and with his shoulder to the wheel continuously from the start of the university. He died with his hand upon its helm. For sixteen years of its most plastic period Professor Hudson exerted a molding influence in the development of the university. As a teacher of the applied mathematics, President Hudson was a great success. He taught till the student knew, and trained him till he could do. Having the rationale of his subject, he carried to the waiting mind a conviction of a truth, then connected that truth with the duties of life and showed its practical application in the arts and practices of everyday life.

A. T. Bledsoe, professor of mathematics in the university of Virginia, was, on August 22, 1859, elected president for six years from July 4, 1859. Salary, \$3,000 per annum, with use of the president's house and grounds, and \$5 per paying student for all over the number of 80. Professor Bledsoe declined to accept.

#### RECONSTRUCTION ON VIRGINIA PLAN.

On October 10, 1859, the board considered a memorial from the faculty proposing a reconstruction of the university on a plan substantially that of the Virginia university. The plan was to establish 7 independent departments, the professor of each department to report to the curators and be responsible to them alone; and instead of a president the curators were to appoint annually some professor as chairman of the faculty, who should be ineligible for two years in succession, the faculty to resign to enable the board to inaugurate the plan. This plan was adopted by vote of 6 to 5. Seven departments were established and officered: (1) Latin language and literature, Prof. W. C. Shields; (2) Greek language and literature, Prof. G. H. Matthews; (3) English language and literature, Prof. Sterling Price, jr.; (4) Moral philosophy and political science, Prof. J. J. Jacob (since governor of West Virginia); (5) Mathematics, Prof. B. S. Head; (6) Astronomy and natural philosophy, to be filled by resident curators; (7) Natural sciences and scientific agriculture, Prof. G. C. Swallow.

Also "special courses in study," each school independent of and separate from the other, were established: (1) School of scientific



agriculture and mechanics; (2) School of civil engineering; (3) Normal school. In each of these instruction was to be given by professors of the "departments."

The board elected Professor Matthews chairman of the faculty, fixed salary of each professor at \$1,500, and the chairman of the faculty had in addition the use of the president's house and grounds. The opponents of this plan claimed that it violated the organic law of the institution.

The legislature, by act of January 14, 1860, swept out the board of curators and the faculty, and elected a new board for the purpose of reorganizing the university.

#### RETURN TO ORIGINAL ORGANIZATION.

The new board of curators, on March 15, 1860, upset the plan of organization of October 10, 1859, by resolving that the university should be reorganized with a faculty of 5 regular professors—(1) English language and literature, (2) mathematics, (3) natural sciences and natural philosophy, (4) Latin and Greek languages, (5) moral and mental philosophy and political science—one of whom shall be elected by the board president of the university. A committee was appointed to correspond with a view of filling the professorships. On May 15, 1860, professors were elected to the chairs: (1) John H. Lathop,\* (2) E. T. Fristo, (3) Abram Litton, (4) G. H. Matthews, with A. G. Wilkinson assistant professor and instructor in German and French, salary, \$1,100. J. J. Searcy was elected principal of the primary department. Professor Matthews was elected ex officio president of the university, salary \$2,500, with use of president's house, etc. The salary of the professors was fixed at \$2,000, and the term of office four years, except the principal of primary department, whose term was one year and salary \$1,000.

B. B. Minor, esq., then of Richmond, Va., was elected president on July 2, 1860, and installed 2d of October following.

During the dreary period of the civil war, from 1861 to 1865, the university barely survived. With small incomes from the seminary fund and no State aid, it was constrained to depend largely upon tuition fees. Her students had so generally obeyed their country's call to arms that in the spring of 1862 the attendance had run down to 40. Hence, on March 20, 1862, the curators, then owing the president, professors, and tutors \$7,000 on salary account and with no present or prospective means for paying, discontinued all the offices of the university—president, professors, tutors, and closed the university.

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\*Dr. Lathrop now came back to his first love after serving ten years (1849 to 1859) as president of Wisconsin University and one year (1859-60) as president of Indiana University.

November 24, 1862, the university was reopened with 2 chairs—English language and literature, Prof. John H. Lathrop; ancient languages and literature, Prof. George H. Matthews. Dr. Lathrop was to be chairman of the faculty. Professors Lathrop and Matthews were required to distribute among themselves such other subjects as the wants of the students might require. The United States troops, by request, vacated the east end of the university building. The motive for reopening the university in November, 1862, was the probable disposition by the coming general assembly of the 330,000 acres of land granted to this State for endowment of a "College of Agriculture and the Mechanic Arts."

August 11, 1863, the university was reorganized for the session of 1863–64 by election of the faculty following:

John H. Lathrop, chairman of the faculty and professor of mental and moral science; G. H. Matthews, professor of ancient languages and literature; J. G. Norwood, professor of natural sciences and natural philosophy; J. V. C. Karnes and H. N. Ess, tutors.

June 28, 1864, Professors Lathrop, Matthews, and Norwood agreed to continue in their chairs for the session of 1864–65.

June 27, 1865, the university was reorganized by the election of John H. Lathrop president and Carr W. Pritchett professor of mathematics, and the reelection of Professors Matthews and Norwood. Professor Pritchett declined, and Acting Prof. Joseph Ficklin was elected to the chair. Under this organization the work of the session was conducted.

The university, the alumni, education throughout the nation, mourned their loss in the death of Pres. John H. Lathrop August 6, 1866. Then passed away the polished, popular, Christian gentleman, the finished scholar, the true educator, the university's first and fifth president, the mind and heart which organized, dedicated, vitalized this university, molded, inspired, shaped its growth during the first seven years of its scholastic existence. To save the university from wreck in the civil war, and moved by a paternal devotion, he returned to it in 1860 in the capacity of a professor. His great head and heart and strong arm kept it afloat during those troublous times. It was suspended in 1862, but he resuscitated it and died with his hand upon its helm. Had President Lathrop been spared, it is certain that he would have built the university on the same lines along which Presidents Read and Laws have directed and shaped its growth toward a full and true American university. The evidence for this is to be found, explicit and repeated, in his published reports, his speeches and his acts, for he articulated McDowell's Medical School with the university in 1846, and in 1863 suggested to the curators to engraft the "college of agriculture and mechanic arts" on the university.

The average yearly enrollment of academic students and the number of academic graduates from 1842 to 1866 was:

Years.	Yearly average.	
	Students.	Graduates.
1841 to 1849 (President Lathrop's administration) .....	90	6
1849 to 1850 (Acting President Hudson's administration) .....	80	6
1850 to 1856 (President Shannon's administration) .....	140	11
1856 to 1859 (President Hudson's administration) .....	185	10
1859 to 1860 (Chairman and Ex Officio President Matthews' administration) .....	170	9
1860 to 1862 (President Minor's administration) .....	116	7
1862 to 1865 (Chairman Lathrop's administration) .....	40	4
1865 to 1866 (President Lathrop's administration) .....	104	4

Although the institution flourished under Presidents Lathrop, Shannon, Hudson, and Matthews, yet comparatively few academic students reached the attainments required for graduation. This is, in fact, a usual condition in our Western institutions of higher education, nor is the amount of good which they accomplish to be measured by the number of those who complete full courses and graduate.

With President Lathrop's last official term ends the history of the university under its organization for a period of twenty-five years as a college of arts, or old-fashioned college, including preparatory students and students in partial courses, such as were necessary in a new Western institution.

Prof. Daniel Read, of Wisconsin University, was, on August 29, 1866, unanimously elected president for four years, at a salary of \$2,500, with usual perquisites. Dr. Read, looking over the ground, saw war's blight and desolation. The university buildings were dingy, dilapidated, hastening to decay; the library was despoiled; apparatus scanty, broken; president's house in ashes; teaching force, 6 professors; total number of students, 104; perplexing pecuniary embarrassments; its sole endowment \$123,000 of bank stock, paying small dividends occasionally; the total annual income, \$7,132.50; a debt of \$20,000; teachers poorly paid in warrants, hawked on the street at 60 cents on the dollar;\* the warfare raging between local factions, social and political; the apathy, the inertia of the public mind on education; even the legislators doubting seriously that this was the university intended by the constitution.† It was proved by facts and figures to the curators in a report and to the legislature in an address before it that the university must surely suspend from debt, from downright starvation, and inanition unless it came to the

\* R. L. Todd's address, July 5, 1876.

† The convention which formed the constitution of 1865 refused, by a direct vote, to recognize the university at Columbia as the university contemplated by that constitution, even despite the most strenuous efforts of Hon. William F. Switzler, the member of the convention from Boone County. The constitution of 1875 recognized this as the State university and pledged the State to support it. William F. Switzler was the author of the university clauses in the constitution of 1875, as chairman of the convention's committee on education.





SCIENTIFIC BUILDING COLLEGE OF AGRICULTURE

rescue with aid for support and maintenance. Professor Read returned to his former field of labor to await the action of the legislature, and with the understanding and pledge that if there should be favorable action toward the support of the university and its proper recognition he would in that case make his acceptance final and take charge of the institution.

The action of the legislature was favorable. An act, March 11, 1867, gave \$10,000 for rebuilding the president's house, which had been consumed by fire, and made also an annual grant of 1½ per cent of the State revenue, after deducting therefrom 25 per cent already appropriated for the support of common schools, and his acceptance thereupon was made final before the board of curators April, 1867. This law added to the annual income of the university over \$16,000.

From this time commences the history of the university under new and, it is to be hoped, better conditions; from this period dates the first State aid in the way of support ever rendered the institution. It is henceforth to be the University of the State of Missouri, established and maintained according to the requirements of the constitution upon, however, and only upon, this supreme condition: That the university's presiding head has successful experience in public life, in statecraft, in financial matters, also in university administration and organization, and, at the same time, tact, prudence, courage, indomitable perseverance, and unwearying industry. Such men were Presidents Read and Laws.

#### REORGANIZATION OF THE UNIVERSITY.

##### LOCATING THE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

To President Lathrop is due the honor of originating the idea of locating at Columbia and engrafting on the university the College of Agriculture and the Mechanic Arts, provided for by the act of Congress of July 2, 1862. As early as 1863 he called the attention of the board of curators to that important subject.\*

To Hon. L. M. Lawson, an alumnus, class of 1853, belongs the honor of inducing the board of curators to make their first move toward securing the location of the agricultural college at the university. On his motion, July 26, 1865, it was—

*Resolved*, That a committee of five members of this board be appointed to consider this subject, and in behalf of the board to memorialize the general assembly at its next meeting in favor of connecting the proposed agricultural college with the State University.

This resolution was adopted *nem. con.*, and Messrs. Lawson, Clark, Esteb, Robinson, and Russell were appointed the committee to memorialize the general assembly on the subject.† This committee pre-

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\*Switzler's History of the University, p. 294.

†From an address of R. L. Todd, July 5, 1876.

sented to the legislature a memorial to that end, which formed the basis of all that has been said and written on the subject. R. L. Todd was the author of this memorial.

In this struggle the question at issue was whether the State should disperse her means for higher education upon different institutions in different parts of the State or concentrate these means upon one university with different colleges or departments.

This question arose upon the disposition of the Congressional land grant of July 2, 1862, for the "benefit of colleges of agriculture and the mechanic arts," and was most zealously discussed from the time of the acceptance of the grant by the State legislature, March 17, 1863, until the final vote on the act of location, February 24, 1870, a period of seven years. The advocates of concentration, the university forces, were led by President Read before the public and by Senator J. S. Rollins and Representative F. T. Russell on the floor of the general assembly. The advocates of dispersion came from leading men on the floor of both houses and from different parts of the State. After a four years' bitter struggle, Rollins, Russell, and Read heartily cooperating and leading the university forces, the act of February 24, 1870, located the "college of agriculture and the mechanic arts" at Columbia "as a distinct department of the university." For this location Boone County paid to the university for the use of said college a cash bonus of \$30,000 and 640 acres of land. This 640 acres of land cost the county \$60,000, which, with the cash gift of \$30,000, makes the total \$90,000. Of this Boone County paid \$80,000 and Columbia \$10,000.

Thus ended a greater struggle than that had by any other State as to the disposition of the Congressional land grant. This struggle, just at the close of the civil war, was a godsend to Missouri. The discussions which this seven years' contest occasioned in the newspapers, in journals of education, in pamphlets, in lectures, on the stump, the hustings, before the legislature, aroused the apathy of the public mind on education, molded public thought, educated the people toward the full and true idea of an American university. To this discussion President Read was the ablest, most persistent, most generous contributor.

The corner stone of the scientific building of the College of Agriculture and the Mechanic Arts was laid June 28, 1871, in the presence of 3,000 persons. In this stone was deposited a hermetically sealed copper box, containing university records, St. Louis and Columbia periodicals, a national flag, fractional currency, coins, etc. Rev. E. S. Dulin led in prayer; Thomas E. Garrett, M. W., made short and appropriate remarks; President Read delivered a concise, inspiring address, pointing out the practical lessons of American educational history. Governor B. Gratz Brown's speech was brief, forcible, convincing, reviewing the growth and progress of the university, and

expressing the high hopes he entertained of its rapid development, its growing usefulness, and its great destiny. The erection of this scientific building was awarded to McAlister, Adams & Co., of Columbia, at \$45,507.25. They completed the work in 1872.

On May 9, 1872, on motion of Edward Wyman, the curators passed unanimously a preamble and resolutions which lauded the labors of Hon. J. S. Rollins in behalf of the university, and applied to him the sobriquet of "Pater Universitatis Missouriensis." Before May 9, 1872, Major Rollins was the author and able, earnest, eloquent advocate of the following bills affecting the university: "Bill for the location of the university, 1838;" "bill to establish normal department in university, March 11, 1867;" "bill providing for the location of the Agricultural and Mechanical College, February 24, 1870;" "bill adding to the permanent endowment of the university and mining school, March 29, 1872;" "bill making university free to the youth of the State, male and female, April 1, 1872." Major Rollins was also an able and eloquent advocate of "the Congressional bill to endow agricultural and mechanical colleges, July 2, 1862."

#### REORGANIZATION, SCHOLASTIC.

The board of curators, May 5, 1870, adopted the resolution:

*Resolved.* That with a view to the entire and complete reorganization of the university, and its proper connection and adjustment with the agricultural department, the seats of all the instructors and professors other than the president are held and declared vacant from and after the close of the session of the university in June, 1871.

The chairs and professors in all departments of the university in June, 1871, and June, 1872, are identical, except the chair of "English language and literature and instructor in French and German." This chair was made vacant December 20, 1870, by the resignation of Prof. Oren Root, jr., who took charge of the public school at Carrollton, Mo. Prof. James W. Abert was appointed to the vacant chair June 25, 1872; the curators reelected the faculty of the university.

#### GENERAL PLAN.

The general working plan upon which the university reorganized was adopted by the board of curators December 20, 1870. This plan, recommended by President Read in his first report to the curators, December, 1867, was intended to meet the actual condition and educational wants of the people of Missouri, and was as follows:

1. To retain substantially the usual college curriculum for those who desire that course.
2. To enlarge and perfect the scientific course.
3. To establish and maintain the College of Agriculture and Mechanic Arts, which, in addition to instruction in agriculture, horticulture, etc., with the appropriate exhibitions and experiments (including military tactics), shall embrace



(1) a school of engineering; (2) a school of analytical chemistry, and (3) a school of mining and metallurgy.

4. A normal school.

5. A law school.

6. A school of preparation for other departments. This will be necessary in the present condition of education in the State and may form a part of the normal school.

7. The university to be expanded by instituting colleges of applied science or professional departments, as its means will permit or the wants of the State demand.

8. The constant annual accumulation of the materials of education, as books, apparatus, cabinets, models, etc.

9. The different departments of instruction to be so adjusted to each other and dovetailed as to economize labor and material, and thus render the instruction most effective to the largest number, and save means for the enlargement of the university and the increase of its facilities.

10. A judicious economy in all departments, that there may be improvements in all, and the accumulation, year by year, of those educational means and appointments which belong alike to all departments, and increase the general prosperity.

This plan throughout President Read's administration was strictly adhered to and was framed with a view to the requirements of the State constitution and also the national land grant of 1862 for the benefit of colleges of agriculture and the mechanic arts. It may also be stated that the idea as to admission was that the age of students should be not less than 16, and as to scholarship, that the university should begin its instruction where the "high school" leaves off, thus forming a homogeneous system of public education. This was the idea, to which there has been as rapid adaptation as circumstances permitted.

#### THE MILITARY DEPARTMENT.

By designation of the Secretary of War, the following United States Army officers, seriatim, have filled the chair of "military science and tactics" in the university, from September, 1868, to July, 1890: Maj. Gen. R. W. Johnson, Capt. R. B. Wade, Maj. J. W. McMurray, Lieut. F. P. Blair, Lieut. J. J. Haden, Lieut. E. H. Crowder, Lieut. B. B. Buck.

#### THE NORMAL SCHOOL.

A professional school in teaching was opened September, 1868, with E. L. Ripley, A. M., professor of pedagogics, and dean; D. W. B. Kurtz, A. B., assistant professor in normal school; Mrs. C. A. Ripley, principal of model school; and Miss Mary B. Read, assistant in model school.

#### THE AGRICULTURAL AND MECHANICAL COLLEGE.

This college was, in September, 1870, instituted, with the following faculty: Daniel Read, LL. D., president, and professor of political economy and agricultural statistics; G. C. Swallow, A. M., M. D.,

dean, and professor of agriculture, geology, and botany; J. G. Norwood, M. D., professor of physics, chemistry, anatomy, and physiology; Joseph Ficklin, A. M., professor of mathematics and mechanical philosophy; Oren Root, A. M., professor of English language and literature; E. L. Ripley, A. M., professor of drawing and bookkeeping; Charles V. Riley, lecturer on entomology.

#### THE SCHOOL OF MINES.

The school of mines and metallurgy, at Rolla, was created and opened November, 1871. Two counties bid for the location of this school. Iron County bid \$113,500; Phelps County, \$130,545, consisting of \$55,545 in lands and buildings and a cash subscription of \$75,000 (10 per cent bonds of Phelps County). Phelps County did not pay these bonds, but obtained a decision of the State supreme court against the validity of their issue. The first faculty of the school of mines was Daniel Read, LL. D., president, and professor of political economy; Charles P. Williams, A. M., director, and professor of general and analytical chemistry and metallurgy; N. W. Allen, A. B., assistant professor of mathematics; William Cooch, assistant in analytical chemistry and assaying.

#### THE LAW SCHOOL.

On June 27, 1871, John H. Overall, LL. B., was elected professor in the law school, salary, \$2,000; and on May 8, 1872, Hon. Boyle Gordon, A. M., was elected professor in the law school. June 25, 1872, Professor Overall, on account of ill health, resigned his law professorship; Professor Gordon also resigned.

The board, August 27, 1872, elected Judge Philemon Bliss, of the State supreme court, and Hon. Boyle Gordon professors in the law school. Judge Bliss was to be dean of this school.

The law school was formally opened on the first Monday in October, 1872, with the faculty: President Daniel Read, professor of international and constitutional law; Judge Philemon Bliss, professor of law, and dean; Hon. Boyle Gordon, professor of law; J. G. Norwood, M. D., professor of medical jurisprudence; Hon. Arnold Krekel, United States district judge, special lecturer on federal jurisprudence; Hon. Henry S. Kelley, special lecturer on criminal jurisprudence; Hon. Odon Guitar, A. M., lecturer on equity jurisprudence.

#### THE MEDICAL SCHOOL.

This school was legally established by vote of the curators December 10, 1872, and Drs. Andrew W. McAlester and Thomas A. Arnold were elected professors therein.

This school was formally opened for instruction February 17, 1873, with the faculty: Daniel Read, LL. D., president of the university;

## THE ENGINEERING SCHOOL.

June, 1877, the department of civil engineering was established, and Thomas Jefferson Lowry, class of 1870, then of the United States Coast Survey, was elected professor. This department opened September 10, 1877, grew from the first, and so flourished that in June, 1878, it was organized as one of the professional schools of the university under the title, the "school of engineering."

The doors of this new school were opened September 2, 1878, with the following faculty: Samuel S. Laws, LL. D., president of university, professor of logic; Thomas Jefferson Lowry, S. M., C. E., dean and professor of civil and topographical engineering; Lieut. Frank P. Blair, U. S. A., professor of military engineering; J. G. Norwood, M. D., LL. D., professor of physics; Joseph Ficklin, Ph. D., professor of mathematics and astronomy; Erastus L. Ripley, A. M., professor of free-hand and mechanical drawing; G. C. Swallow, M. D., LL. D., professor of economics, botany, and geology; Paul Schweitzer, Ph. D., professor of chemistry; D. R. McAnally, jr., A. M., professor of English.

The inauguration of the engineering school at this time was due solely to the following self-sacrificing act of an alumnus. Dr. Laws, Professor Ficklin, and Major Rollins, when soliciting Thomas J. Lowry to build up engineering in the university, said "that chair not being in the estimates, the salary in sight is inadequate." Mr. Lowry replied, "Oh, that's all right, gentlemen; my heart is in the cause; my soul is in the work of building up the exact arts in this my alma mater, in this my native State. Pay only my board; I will teach here one year; will inaugurate engineering and give it an impetus irresistible." Professor Lowry taught in the university the year 1877-78 for just enough to pay his board, \$250; nor did he ask or accept another cent.

In 1877 the astronomical observatory shook off its dust and cobwebs and became a thing of usefulness. Under the vitalizing munificence of President Laws and the enthusiasm of Professor Ficklin this observatory was rebuilt and re-equipped.

On May 31, 1880, President Laws, through Professor Ficklin, presented to the university "the new telescope and the new observatory." Upon the recommendations of Professor Ficklin the board named it "The Laws Observatory," and established an annual prize, consisting of a gold medal, designated "The Laws astronomical medal," to be awarded annually for excellence in higher astronomy, and ordered the portrait of Dr. Laws to be painted and hung in the observatory.

Throughout his administration President Laws labored in season and out of season to build up the university by all means in his power. He wrestled with legislature after legislature to secure from the State the money the institution so much needed. His efforts were successful.





MUSEUM (FIRST FLOOR), UNIVERSITY OF MISSOURI

In September, 1881, the university very fortunately succeeded in effecting a sale of 147,522 acres of the agricultural college lands to George H. Nettleton, president of the Kansas City and Little Rock Railroad, for \$208,329—an average price of \$1.41 per acre. These lands were situated in south Missouri, in the counties of Howell, Douglas, Ozark, Texas, and Oregon. These are a portion of the lands granted by the United States Government to the State of Missouri under the act of July 2, 1862. This transaction converted a large part of the nonproductive endowment of the university into a productive endowment, which now yields an annual income of \$10,416.

On May 29, 1882, J. S. Rollins, president of the board of curators, presented to the university a large new bell, beautiful in tone and appearance, which was gratefully accepted by the board in an appropriate resolution of thanks. This bell was manufactured by the celebrated Meneely Bell Company, of Troy, N. Y., weighs 2,000 pounds, cost about \$800, and bears the following inscriptions:

1882. Presented by Hon. James S. Rollins, LL. D., president of the board of curators of the University of the State of Missouri.

Ring out the old, ring in the new,  
Ring out the false, ring in the true.  
Nunc occasio est et tempus.

#### MISSOURI MEDICAL COLLEGE ARTICULATED WITH THE UNIVERSITY.

For the purpose of raising the standard of medical education and for the mutual advantage of both schools, the following plan of cooperation was entered into June 2, 1886, between the Missouri Medical College, at St. Louis, and the medical school of the university, at Columbia:

The university medical school, at Columbia, was constituted medical school No. 1 of the university, and the Missouri Medical College, at St. Louis, medical school No. 2 of the university. The junior course in medicine was to be taken at school No. 1; the senior course, with joint diploma, at school No. 2. The Missouri Medical College matriculates students in the junior course also.

These sections of the university's medical school were, by the contract, to retain their independent personality, to be independent of each other in their government, income, and debts.

The arrangement, not having proved of advantage to the medical school of the university, was, by vote of the curators, terminated in March, 1890.

By an act of March 23, 1883, the legislature appropriated \$100,000 to enlarge and improve the main university edifice. The thirty-third general assembly supplemented this with \$25,000 for finishing and furnishing. The thirty-fourth general assembly gave the university \$65,300, maintenance for two years; \$3,000 for law library; \$2,780 for fire apparatus; \$2,761 for balance on electric-light plant; \$3,100

for enlarging campus; \$500 for Athenæan Society; \$500 for Union Literary Society; \$20,000 for building clubhouses on campus, and \$24,750 for agricultural barns, etc.—a grand total of \$122,691. This is a larger sum for support and improvements than any general assembly, except the thirty-second, has ever voted the university.

From 1876 to 1889 we find each consecutive session of the general assembly more favorably inclined, more liberally disposed, toward the university. The annual appropriations for its support show a gradual, a healthy, increase from less than \$17,000 in 1877 to more than \$33,000 in 1889. The following are the appropriations for support of the university made by the successive general assemblies from 1877 to 1889: The twenty-ninth general assembly appropriated for support of the university for the biennial period of 1877–78 the sum of \$33,500; the thirtieth general assembly appropriated, for the years 1879–80, \$39,000; the thirty-first general assembly, for 1881–82, \$49,634; the thirty-second general assembly, for 1883–84, \$54,840; the thirty-third general assembly, for 1885–86, \$62,810; the thirty-fourth general assembly, for 1887–88, \$65,300; the thirty-fifth general assembly, for 1889–90, \$67,000.

From 1867 to 1877 the State aid to the university, for support, was  $1\frac{1}{2}$  per cent of the State revenue, after deducting therefrom 25 per cent already appropriated for the support of common schools. This amounted to over \$16,000 for the year 1875.

This growing liberality is the resultant of three forces: (1) A public opinion more unified and determined as it grew in intelligence; (2) the graduates of the university were becoming more numerous in the legislature and influential generally; (3) the planning heads and guiding hands of the inspirers and directors of the university and its friends on the floor of successive general assemblies were becoming more powerful.

Enlarging, improving, and refitting the main university edifice having been provided for by acts of the thirty-second and thirty-third general assemblies, two years were consumed in completing these additions, upon which was expended \$125,000. These improvements rounded out the proportions, perfected the beauty, trebled the capacity of the university building. Its library hall, its museum, its auditorium, have for their respective uses few equals.

It was determined to rededicate this university edifice as enlarged and improved to the cause of higher education on commencement day, June 4, 1885.

During commencement week Dr. W. Pope Yeaman delivered the baccalaureate discourse; Senator A. W. Terrill, of Texas, the oration before the literary societies; Hon. Stephen B. Elkins, of New York, the oration before the alumni association.

The exercises of commencement day consisted, in the afternoon, of the rededicatory exercises; in the forenoon, of the commencement

exercises and the unveiling of the marble tablet upon the original tombstone\* of Thomas Jefferson, by Senator Vest, with an oration.

In the forenoon President Laws presided. The speakers were George G. Vest, Thomas F. Bayard, James B. Eads, and S. S. Laws. In the afternoon Maj. James S. Rollins presided. The keys were delivered by the contractor of the building, Patrick Mulcahey, to Governor John S. Marmaduke, and by him to Major Rollins, president of the board of curators. The speakers were Patrick Mulcahey, Governor Marmaduke, Major Rollins, Senator Thomas V. Bryant, of Jackson County, Judge J. J. Lindley, Maj. D. R. Francis, and Hon. H. T. Kent, of St. Louis.

The university and its alumni lost about this time three of their devoted friends. Prof. Joseph Ficklin died September 6, 1887. He was a cheerful, unassuming, popular, Christian gentleman, mathematical author, and devoted teacher. He filled for twenty-two years, with signal ability and honor to himself and to the university, the chair of mathematics; and hundreds of alumni and thousands of ex-students all over the West will freely accord to him premiership in teaching pure mathematics in this university for some thirty years. The fruits of his teaching were self-thought, self-knowledge, self-honesty, exact scholarship, a healthy, burning enthusiasm in the pursuit of mathematics. His impress is upon the minds and characters of a generation of Missourians.

Hon. James S. Rollins died January 9, 1888. Then passed on from this life the patriot statesman, the brilliant orator, the wise legislator, the eloquent advocate of internal improvements and of education—this university's lifelong friend, one of its locators, promoters, reorganizers, benefactors, guardians. Major Rollins's life and labors are woven into the warp and woof of the educational history of this university, State, and nation. He gave to this university as much of his time, labor, and love as any other man, living or dead, and of his means, more than any other, except his father, Dr. A. W. Rollins.

August 25, 1889, Judge Philemon Bliss died. He was an affable, popular, Christian gentleman, an able jurist, and faithful teacher. His was a life of untiring industry, preeminent usefulness, full of years and honors. Whether working on a farm, clerking in a land office, serving in Congress, practicing at the bar, wearing the supreme judicial ermine of two States, writing text-books on law, or presiding for seventeen years over this university's law school and teaching therein, he graced, honored, dignified, and elevated all. Having absolute honorableness as the keynote of his character, untiring labor as his key to success, Judge Bliss made his life a model for rising youth.

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\* This tombstone and tablet, through the solicitations and exertions of President S. S. Laws and Prof. A. F. Fleet, were given in 1883 to this university by the great grandchildren of Thomas Jefferson, the Misses Randolph, of Virginia.



## THE UNIVERSITY ORGANIZATION, JULY 4, 1889.

1. *The Schools of the University.*

## I. THE ACADEMIC SCHOOLS.

(A) *Science*.—(1) Physics; (2) chemistry; (3) geology and mineralogy; (4) biology; (5) mathematics—astronomy; (6) metaphysics.

(B) *Language*.—(1) English; (2) modern languages; (3) Latin; (4) Greek; (5) Sanskrit; (6) Semitic.

## II. THE PROFESSIONAL OR BUSINESS SCHOOLS OF THE UNIVERSITY.

(1) Agriculture, opened September, 1870; (2) pedagogics, September, 1868; (3) law, October, 1872; (4) medicine, February, 1873; (5) mining and metallurgy, at Rolla, November, 1871; (6) engineering, September, 1878; (7) military science and tactics, September, 1868; (8) art, September, 1878; (9) commercial school.

## A GENERAL VIEW OF THE RELATION OF THE COLLEGE AND OF THE PROFESSIONAL SCHOOLS.

The primary aim of the academic schools of science and language (I–XII) is culture; that of the professional schools (XIII–XXI) is practice. Self is the end of culture, but self is the instrument of practice. The academic training views man himself as the end; but the professional training views man as the means, and the calling (as farming, teaching, law, medicine, mining, engineering, art, etc.) as the end or business pursuit for which he is fitted. The academic or general training fits for no line of business in particular, but it furnishes culture as the condition of the highest attainment in any special vocation. The man, cultured, has more fullness and strength as a specialist than the same man uncultured.

But as all kinds of culture have not an equally important bearing on every line of activity in life, there is occasion for discrimination and choice as to the subjects to be pursued in the academic schools when any one of the professional or business courses is in contemplation. Hence, there are arranged, as will be seen in the synchronistic table, three undergraduate academic courses, or curricula, viz, the classical (A. B.), literary (L. B.), and the scientific (S. B.), for the convenience of students in conforming their efforts to this natural principle of selection. As a matter of fact and of experience, it is found that a student usually accomplishes very little until a settled and definite purpose presides over his movements. The energies of youth are limited; and hence, to qualify them for life's work, which is the great aim of scholastic education, as much definiteness as is practicable should be given to their efforts to save them from waste.

In every properly arranged educational institution, the whole course of study is a crystallized selection. A selection of those subjects and of those practical or professional activities which alone have been deemed most effective in conserving, improving, and transmitting the civilization of any age have been singled out for school work. In this elective sense, and in this sense alone, every age has taught what it knew and all it knew. In former days the physical sciences were not taught because they were not known: they are taught now because they are known; and a proper interpretation of the senses in the order of the acquisition of knowledge, as chronologically preceding abstraction, assigns these sciences, in their phenomenal and empirical aspects, a place in the foreground. The sciences deal with the subject-matter of language, and rationally precede its forms.

It is important to note that the word *science*, here used respecting the schools of the university, is not to be understood in its popular and etymological sense as





designating simply knowledge or information, whether in a miscellaneous or in a classified form, but technically and strictly as a term of art, in which sense science is a systematic classification of the laws of phenomena.

Progress in science, according to this definition, can only be effective either by adding to the stores of our knowledge a new fact referable to known laws or by adding a new law. It is the business of the teacher as such to put his pupils in the possession of the sciences as known.

There are two thoughts which seem to be entitled to preside over the department of language. The first is that the professors should be able to think, write, and speak the leading languages which they teach. What would be thought of a professor of English who did not have such a mastery of it? And this case is not peculiar. The second thought is, that in language, as in science, the mind is fed more by the contents of the forms than by the forms themselves. It is truth possessed, and not truth pursued merely, that disciplines and unfolds the powers of the soul. Hence, the five chairs of language, by teaching the literature, antiquities, and history of the peoples who used these forms of speech, map out the world's history, especially so far as it has been bound up in that of our race. Man, who has thus revealed himself, is the most conspicuous part of nature, and hence the schools of language are, by way of eminence, in a popular sense, schools of natural science.

As the languages presuppose their subject matter in the sciences so the professional courses of instruction presuppose, as their natural antecedents, the academic courses. The foregoing tabulated and textual exhibit of the academic and professional schools is believed to rest on a rational method.

It will be observed that our group of professional schools, and their association with the academic group, is somewhat unique, although it is in the general line of our American universities, however unlike those of Europe. The distinguishing features of our university, which are of home growth, including the internal autonomy, adjustment, and dovetailing of the associated schools, give it an adaptation to our wants, institutions, and condition such as no exotic possesses. Our disposition, therefore, is to apologize for these unique characteristics, not by way of deprecation, but only in the old sense of the word, and that is by way of defense. This, however, is not the place for discussion, but only for statement and announcement.\*

## 2. *Examinations.*

(a) Academic students: There are three examinations of the academic students:

1. An examination of the new students is held at the beginning of the session for the purpose of ascertaining their scholarship, and of assigning them to the classes for which they may be qualified.

2. An intermediate examination of all academic classes, partly oral and partly in writing, is held at the close of the first semester.

3. A general examination of all academic classes is held during the ten days preceding commencement for the purpose of ascertaining the year's progress of the students, and of deciding what students shall graduate or be promoted to higher classes.

(b) Professional students: In each professional school examinations are held at such times during the session as its dean may direct.

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\*President S. S. Laws, in University catalogues from 1877 to 1889.

*3. Degrees.*

(a) In academic schools.

(b) In professional schools.

(a) In academic schools the degrees conferred are: Bachelor of arts (A. B.), bachelor of science (S. B.), and bachelor of letters (L. B.). Each of these degrees crowns a prescribed course of study, and is attested by a diploma.

(b) In the professional schools the degrees conferred and attested by diplomas are:

(1) In law, "bachelor of laws" (LL. B.); (2) In medicine "doctor of medicine" (M. D.); (3) In mining, "mining engineer" (M. E.); (4) In agriculture, "bachelor of agricultural science" (B. A. S.); (5) In pedagogics, "bachelor of pedagogics," (Pe. B.), and "principal of pedagogics" (Pe. P.); (6) In engineering, "civil engineer" (C. E.); "topographical engineer" (Top'l Eng'r); "electrical engineer" (E. E.); "military engineer" (Mil. Eng'r).

*4. Government of university.*

The government and organization of the university is, by the constitution, lodged in a board of 9 curators appointed by the governor and confirmed by the senate. By statute not more than one curator can be appointed from the same Congressional district.

The educational arrangements and internal discipline of the university are lodged by the curators in the faculty.

*5. The societies.*

(a) The literary societies.

(b) The alumni association.

(a) There are three literary societies existing among the students; two, the Union Literary and the Athenæan, for the young men, and one, the Philalethean, for the young women.

The Union Literary and the Athenæan were each founded in 1842 and the Philalethean in 1880.

These societies hold weekly meetings. An address by some distinguished thinker and orator is delivered before them during commencement week, and diplomas are given to such members as belong to the graduating classes.

(b) The alumni association is composed of graduates of the university. It holds an annual meeting on Wednesday and Thursday of commencement week and is addressed in the university chapel by an orator previously selected from its own body.

The objects of this society are the promotion of education, especially in the halls of the alma mater, the reunion of early friends and colaborers in literary pursuits, and the revival of those pleasing associations which entwine themselves about academic life.

In June, 1886, this association resolved to raise, among the alumni by subscription, a permanent endowment fund of \$3,000. By June, 1889, this \$3,000 had been raised and invested in 8 per cent interest-bearing securities. This permanent endowment placed the association upon a footing never held before and enabled it to be more thoroughly identified with the university. The greatest arm of strength of any institution is its alumni. They are not only its product but its representatives. They know best the merits, true aims, real wants of their alma mater and feel the most pride in her prosperity.

Bryce, in his *American Commonwealth*, says:

Of late years there have been active movements to secure the representation of the graduates of each university upon its governing body, and it now frequently happens that some of the trustees are elected by the alumni. Good results follow, because the alumni are disposed to elect men younger and more abreast of the times than most of the persons whom the existing trustees coöpt.

As to alumni in the faculty, the following is the recorded policy of this university's governing body, the curators, and in their words, "It is the conviction of the curators that, all else being equal, the graduates from this university should have precedence of claim to places in the faculty."

#### 6. *Scholarships.*

In 1888 the Hon. James S. Rollins left, through his heirs, \$6,000, to endow six scholarships in the university. "The interest" on this \$6,000 to be forever used and appropriated under the authority and by the direction of the board of curators of the University of the State of Missouri for the following purposes, that is:

To found scholarships to be awarded by the president and faculty of the university—the vote in each case to be by ballot—as a reward for excellence and promise in—

- (1) The college of arts for the degree of A. B., \$50.
- (2) The college of arts for the degree of B. S., \$50.
- (3) The college of agriculture and mechanic arts. degree of B. Ag., \$50.
- (4) The college of law for the degree of LL. B., \$50.
- (5) The college of medicine for the degree of M. D., \$50.
- (6) The college of engineering for the degree of C. E., \$50.

These scholarships are intended as a recognition of merit and character in the beneficiaries, and shall be payable on the 1st day of June of each year to that member of the junior class in each of the colleges designated who shall be adjudged entitled to it by the president and faculty.

In awarding these scholarships, it is in the mind of the donor that purely intellectual and literary ability is not alone to be considered, but that the moral character of the contestants should be regarded as a factor of no small weight in coming to a decision.

#### 7. *The duration of the session and of the vacation.*

The session extends from the second Tuesday in September to the first Thursday in June, save these holidays: Sunday and Monday of

each week, Thanksgiving day, Washington's birthday, and about two weeks at Christmas.

The vacation is of about three months' duration, extending from the first Thursday in June to the second Tuesday in September.

#### 8. *University periodical.*

The literary societies, by a joint committee of editors, publish a monthly periodical, designed not merely as a record of university affairs, but intended to contain also literary, scientific, educational, and philosophical matters of interest. This paper is an honor to the societies and to the university.

#### 9. *Coeducation.*

Three young women attended "the normal school" of the university in 1868-69. Later they were cautiously admitted to some of the recitations and lectures in the university building. By act of the legislature in 1872 the Missouri University was opened to women. Coeducation is thus far a success here.

#### 10. *A retrospect.*

The growth of the university can be most clearly seen by considering the lines along which its educational energies have been exerted:

	July 4, 1889.	July 4, 1876.	July 4, 1866.
I. University faculty, teaching force.	63, including medical school No. 2.	36	6
II. Students	845, including medical school No. 2.	391	104
III. College, academic:			
1. A. B. course graduates	4	2	1
2. S. B. course graduates	8	10	3
3. Ph. B. course graduates.	Abolished	0	Not established.
4. L. B. course graduates	4	1	Do.
5. A. D. B. course graduates.	Abolished	Not established	Do.
6. University alumni, total.	2,088	839	560
IV. Schools, professional:			
1. Normal school	Professors, 12; graduates: 6 Pe. B., 26 Pe. P.	Professors, 13; graduates: D. B., 1; N. D., 7.	Not established.
2. Military department	Professors, 1; students, 175.	Professors, 1; students, about 150.	Do.
3. Agricultural school	Professors, 11; graduates, 1.	Professors, 8; graduates, 1 D. H.	Do.
4. Law school	Professors, 9; graduates, 22 LL. B.	Professors, 6; graduates, 9 LL. B.	Do.
5. Medical school	At Columbia, professors, 8; at St. Louis, professors, 23 Graduates: Joint diploma, 11; section No. 2, diploma, 72.	Professors, 8; graduates, 13 at Columbia.	Do.
6. Fine arts department	Established 1877, opened 1878, closed in 1885 for want of means.	Not established	Do.
7. Engineering school	Professors, 10; graduates, 5.	do	Do.
8. Mining school	Professors, 6.	Professors, 7; graduates, 5.	Do.
9. Commercial department.	Teacher, 1; students, 191.	Not established.	Do.

	July 4, 1889.	July 4, 1876.	July 4, 1866.
<b>V. Libraries:</b>			
1. University .....	15,478 books, 16,153 pamphlets.	10,000 volumes .....	3,000 books.
2. Law .....	1,980 books .....	500 books .....	None, no law school.
<b>VI. Laboratories:</b>			
1. Physical .....	\$4,000, fixtures and apparatus.	None .....	None.
2. Chemical .....	\$6,200, fixtures and apparatus.	\$3,000, fixtures and apparatus.	Do.
3. Geological .....	\$816, apparatus and appliances.	None .....	Do.
4. Biological .....	\$1,000, appliances .....	do .....	Do.
5. Engineering .....	Testing machine, 200,000 pounds capacity, and other instruments; total cost, \$3,000.	do .....	Do.
6. Veterinary .....	\$5,000, building and equipment.	do .....	Do.
<b>VII. Museums:</b>			
1. Geological .....	30,000 specimens, value, \$4,055.	29,000 specimens; value, \$3,500.	29,000 specimens, \$3,500 value.
2. Agricultural .....	\$2,500, cases and specimens.	\$1,000, cases and specimens.	None.
3. Biological .....	\$5,500, specimens and cases.	None .....	Do.
<b>VIII. Observatory .....</b>	Instruments, \$6,000; building, \$3,000.	Instruments, \$1,500; building, old wooden, \$400.	Instruments, \$1,500; building, old wooden, \$500.
<b>IX. United States agricultural experiment station.</b>	\$7,000, building and equipment.	None .....	None.
<b>X. Farms:</b>			
1. Agricultural .....	622 acres, moderately well improved.	610 acres, poorly improved.	Do.
2. Horticultural .....	30 acres, well improved.	30 acres, well improved.	Do.
3. Greenhouse .....	\$2,000, building, plants, and fixtures.	None .....	Do.
<b>XI. Buildings:</b>			
1. Main building .....	Enlarged, improved, and refitted at cost of \$25,000.	Repaired and furnished at a cost of \$20,000.	Deplorably dilapidated.
(a) Capacity .....	Treble that in 1876 .....	Same as in 1866 .....	Same as in 1843.
(b) Heated .....	Steam radiators .....	Coal stoves .....	Wood stoves.
(c) Lighted .....	Electricity and gas .....	Gas .....	Coal-oil lamps.
(d) Fire extinguishers .....	Reservoir, standpipes, and hose.	Buckets .....	Buckets.
(e) Elevator .....	Hydraulic, capacity 10 persons.	None .....	None.
(f) Library hall—			
1. University .....	73 by 107 feet, with 24-foot ceiling.	Room semicircular, radius 40 feet, ceiling 14 feet.	20 by 40 feet, with 13-foot ceiling.
2. Law .....	45 by 35 feet, with 13-foot ceiling.	20 by 35 feet, with 13-foot ceiling.	None.
(g) Auditorium .....	73 by 107 feet, ceiling 32 feet, seating capacity 1,365.	Same as in 1866; seating capacity 500.	Room semicircular, 40-foot radius, with 30-foot ceiling.
(h) Physical laboratory room .....	45 by 35 feet, ceiling 14 feet.	None .....	None.
(i) Museum room .....	Ground floor 45 by 70 feet, and 4 galleries, ceiling 13 feet.	do .....	Do.
(j) Engineering laboratory room .....	45 by 30 feet, ceiling 10 feet.	do .....	Do.
2. Scientific building .....	Same as in 1876 .....	3-story brick building and fittings, \$90,000.	Do.
3. Medical building .....	Same as in 1876 .....	A good 2-story frame	Wretched 1-story frame.
4. Dormitories .....	4-story brick building, cost \$20,000, capacity 104 students; and 5 wooden buildings, capacity 90 students; board at \$1.75 per week.	6 wooden buildings, accommodate 100 students, at \$1.75 per week board.	None.
5. President's house .....	Same as in 1876, except \$4,000 expended for gas, heating, etc.	Elegant brick, cost \$18,000.	In ashes.



	July 4, 1840.	July 4, 1876.	July 4, 1886.
XII. Campus	30 acres	25 acres	20 acres.
XIII. Endowments:			
1. Non-productive	60,000 acres of land	300,000 acres of land	None.
2. Productive	\$534,000, interest bearing.	\$231,000, interest bearing.	\$123,000, bank stock.
3. Yearly legislative support.	\$83,500	\$16,317.40	None.
4. Yearly income from endowments.	27,020	13,235.02	\$3,600.00
5. Total yearly income.	\$78,007, including school of mines.	\$33,943.00, including school of mines.	7,132.50
6. Debts	None.	\$25,000.00	20,000.00
7. Market value of university warrants.	Par.	Par.	60 cents on the dollar.

### III. SERVICES OF THE UNIVERSITY TO MISSOURI AND THE WEST.

These services to Missouri, in the educational aspect, are greater than one not acquainted with the state of affairs in this State at the close of the civil war and before the rebirth of the university can readily conceive. Adopting Thomas Jefferson's language and adapting that of Professor Minor: "It is cause for gratulation that the general assembly," stimulated by Congressional munificence, emulating Virginia and Michigan, "rescued this State from becoming the Barbary of the Union. To that condition, twenty years ago, it was fast sinking. What was" Missouri's "education then? Where was it? The little we had we imported, like beggars, from other States; or imported their beggars to bestow on us their miserable crumbs." Then our paltry academies—our colleges lacking a high and advancing standard—forced Missourians to go abroad to obtain even moderately advanced education; our academies and colleges, approaching painfully close to the starvation line, had fallen into a state of increasing inefficiency, with the district schools lagging proportionately still farther behind. The "reorganization" of the university inaugurated a felicitous reform of these humiliating evils. The colleges and the schools caught the impulse. The course of instruction was enlarged, the methods of teaching improved; schools of superior order were multiplied. Every department of education, from the lowest to the highest, felt the glow of a new life, and ere a decade had elapsed the people of Missouri, instead of being the poor pensioners upon the neighboring States for the instruction of their youth, had become the dispensers of higher education to much of the West and the Southwest. Such is the sympathy between the several grades of instruction. None can either deteriorate or improve without affecting all. The several grades of schools are in nature, and will become in law, integral, necessary, vitalizing parts of a vital organism.

In the other practical callings of American life the efficiency of the university's teaching, is attested by the excellence of its fruits. Her lines have gone out through all the practical pursuits, useful

# THE UNIVERSITY OF THE STATE OF MISSOURI. HISTORICAL ORDINATES AND CURVE OF ATTENDANCE.

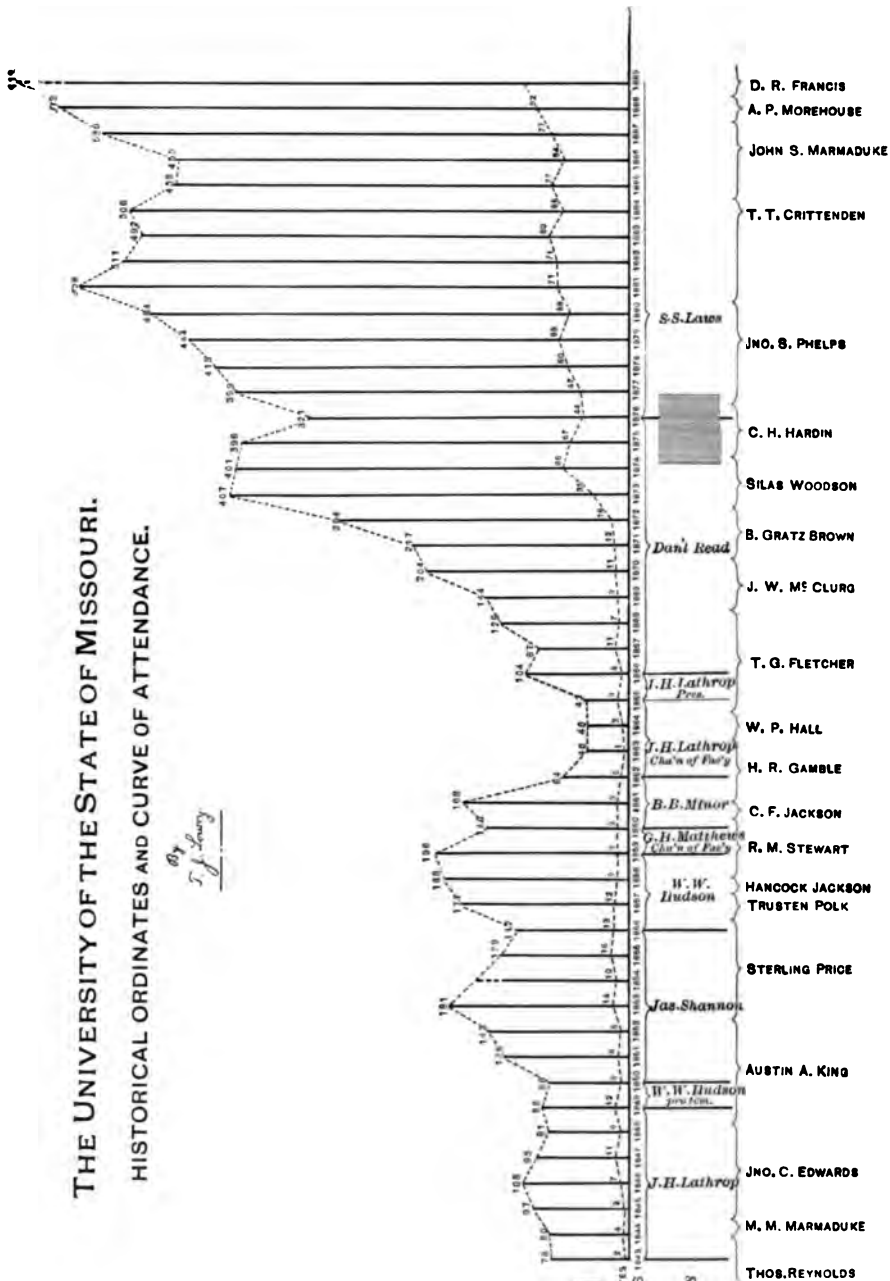
By  
*T. J. Leary*

NUMBER OF  
STUDENTS  
SCALE  
25 Students = 1"

YEAR

PRESIDENTS

GOVERNORS





professions, productive industries of the West and Southwest. In all these her voice has been heard, her teachings heeded, her impress made. Her alumni, many unheralded by fortune, unaided by influential friends, all inspired by lofty, useful purposes, and trusting alone to those indomitable qualities which make men, self-thought, self-reliance, self-control, unfaltering perseverance, and unwearying industry, all have hewn their ways up the rugged, slippery steeps which lead to honorable success; many have achieved great success, attained to high, lucrative, honorable position or reached preeminent usefulness.\* They have quit themselves like men.

During the last twenty years the two great aims of the Missouri University have been, first, to foster, through her special schools, our great industries; second, to teach of other "subjects, such, and only such, as have been deemed most effective in conserving, improving, and transmitting American civilization."† The result of these definite aims is that higher education in this university is striking roots in the useful professions of every-day life. It is raising the standard of medical education; it is redeeming the bar from the imputations of ignorance so justly heaped upon it; it is increasing Missouri's power of production, while preventing the exhaustion of her soil by teaching her farmers economic agriculture; it is improving her system of public education by recruiting the ranks of her 10,000 district school-teachers with the flower of her youth; it is strengthening the bulwarks of national liberty by diffusing a knowledge of the arts of war among her citizens; and, lastly, it is spreading the knowledge of engineering, and thereby utilizing and husbanding our vast material wealth, and providing, by building roads, bridges, railroads, quick transportation for our surplus products, and by the improvement of our great water highways, cheap transportation for these products.

These are the lines along which the educational energies of this university have been exerted for the last twenty years.

#### IV. THE PLACE OF THE UNIVERSITY IN THE EDUCATIONAL SYSTEM OF MISSOURI.

That the place for the university is at the head of the State system of education as a vital and vitalizing part thereof is a fixed fact. The United States Congress, and Barton, Geyer, Rollins, Lathrop, Shannon, Hudson, Read, Laws, Missouri legislatures, our originators, founders, locators, organizers, promoters, benefactors, guardians, so designed, and all to that end wrought.

Thomas Jefferson, when he penned the complete system of public

\*From the speech of Gen. Odon Guitar introducing Hon. Stephen B. Elkins, June 3, 1880.

†From an open letter of an alumnus to Thirty-first General Assembly. See University Catalogue, 1881-82, p. vi of Appendix.

education for Virginia in 1779, was inspired with the historic idea that the function of a university ought to be "to concentrate the intellectual rays, and to send back the intensified light over the land."

Henry S. Geyer, when he penned the act of February 11, 1839, was saturated with the wisdom of Jefferson's educational system. The same idea inspired the organizers, promoters, and guardians of this university down to our own time. This, the true idea, is rising now, and is to triumph, because it is the burning truth in public education. That it is the truth germinal of a healthy, vigorous public-school system, is the most solemn conviction of the educators and statesmen of Missouri. This idea of a graded, organically articulated, vitally united school system for Missouri is one of those great educational truths which overleap county, district, and party lines with the force of a religious conviction.

The most discriminating Prussian historians unhesitatingly ascribe "the resurrection of Prussia, of Germany, from the profound depths of humiliation into which Bonaparte plunged her, to the resolute institution by her statesmen of a thorough education of her whole people by an all-pervading common-school system which carried the (three) R's to every child, even in the humblest cot; by high schools and colleges for more advanced instruction, and by universities for acquisitions of the highest and most comprehensive order." These schools slowly but surely lifted up that maimed kingdom and vitalized it. They are to-day the light and life of that Empire, which has within so few years arisen in colossal grandeur and assumed a place as an arbiter of the destinies of Europe. Prussia won in that short but great military struggle because she had a brain behind each bayonet.

These are fruits of good schools in Germany. In America it has been the secret of the educational success of New England, the secret of a power which has spread itself over the continent. It is to-day the secret of the educational success of Michigan. Their schools have nourished and given students to their colleges; the colleges have elevated, inspired, and given teachers to the schools, until now their higher grades are what their colleges themselves once were.

Missouri's educators and statesmen, though forced by the sentiment of the people in 1843 to curtail Jefferson's comprehensive system of education which the Geyer Act had incorporated into the legal code of Missouri by plucking out the academies and the colleges, never lost sight of the connection which subsists in nature and should be kept up by law between the several grades of education—the district school, the "high school," the college, the university—unified, and yet duly coordinated. They obeyed Jefferson's life-long admonition, viz, "Let us keep our eye steadily on the whole system."

**V. GIFTS TO THE UNIVERSITY BY THE UNITED STATES GOVERNMENT (CONGRESS), BY THE STATE, BY THE COUNTIES OF BOONE AND PHELPS, AND BY INDIVIDUAL DONORS.**

Old seminary fund, from the grant in 1820 of two townships (46,080 acres) of land by Congress, sold by the State in 1835 for \$78,000, now amounting in gross to .....	\$122,000
Gifts of individuals of Boone County, in order to secure the location of the university, made in the year 1839 .....	117,900
A. W. Rollins aid fund (a bequest, December 10, 1845, by Dr. Anthony W. Rollins to aid young men and women of Boone County in their education, three-fourths of its annual income placed at the disposal of the president of the university for that purpose, and one-fourth of its annual income to be added to the principal, which was originally \$10,000), in July 4, 1889, amounting in gross to .....	86,000
Gift of Phelps County, in lands and buildings, to secure mining school at Rolla, in 1870 .....	55,545
Missouri bonds by legislature, March 29, 1872 .....	166,000
Missouri bonds by legislature, March 29, 1872, for benefit of mining school at Rolla, to erect and equip its building .....	35,000
Gift of Boone County, \$80,000, and of Columbia, \$10,000, for location of agricultural college at university, in 1870 .....	90,000
By act of the legislature, approved 21st of February, 1870, the Congressional land grant of July 2, 1862 (330,000 acres falling to Missouri as her portion) was given over to the curators of the university for the benefit of an agricultural and mechanical college, and 25 per cent of the same for a school of mines, at Rolla, Mo.	
Up to July 4, 1889, 270,000 acres of these lands had been sold for \$312,000, leaving, on that day, about 60,000 acres of these lands yet to be disposed of .....	312,000
Gift by the legislature, March 11, 1867, for rebuilding the president's house, which had been destroyed by fire .....	10,000
Gift by J. L. Stephens, April 9, 1867, to establish "Stephens medal," a prize to best orator on commencement day .....	500
Gift by Charles Daschel of a miniature steam engine, manufactured by himself and in good working order, to establish the "Daschel prize," to be awarded annually for excellence in physics .....	
Gift by D. R. McAnally, jr., on May 31, 1880, to establish the "McAnally prize for English," to be awarded annually, a gold medal, the income on the gift of .....	200
Gift by President S. S. Laws, on May 31, 1880, of the new telescope and the new observatory. These donations cost President Laws \$4,000 cash out of his own private means .....	4,000
Numerous temporary prizes have been given by different persons.	
Gift by Hon. James S. Rollins, through his heirs, of \$8,000 cash, to endow 6 scholarships, one in each of the colleges of arts, of science, of agriculture and the mechanic arts, of law, of medicine, and of engineering. ....	6,000
Gift by the thirty-second general assembly, March 23, 1883, to enlarge and improve the main university building .....	100,000
Gift by the thirty-third general assembly, to finish and furnish the main university building .....	25,000
Gifts by the thirty-fourth general assembly to the university—	
for fire apparatus .....	2,780
for law library .....	8,000
for balance on electric-light plant .....	2,781

## Gifts by the thirty-fourth general assembly to the university—Continued.

for enlarging campus .....	\$3, 100
for furniture for Athenæan Society .....	500
for furniture for U. L. Society .....	500
for new dormitories on campus .....	20, 000
for agricultural barns, etc .....	24, 750
Gift by Hon. J. S. Rollins, for the university, a large new bell—the one in use now (July 4, 1889) .....	800

## VI. PERMANENT AND FIXED GENERAL ENDOWMENTS OF THE UNIVERSITY.

## A. NONPRODUCTIVE ENDOWMENTS.

Sixty thousand acres of land, the remainder (unsold in 1889) of the 330,000 acres of the Congressional land grant of July 2, 1862.

## B. PRODUCTIVE ENDOWMENTS FROM WHICH THE UNIVERSITY DERIVES A PRESENT REVENUE.

	Principal.	Annual income.
Proceeds of the sale of "seminary lands," 2 townships (46, 000 acres), donated by Congress in 1820, old seminary fund, at 6 per cent. ....	\$122, 000	\$7, 320
Missouri bonds, by legislature of the State March 29, 1872, new seminary fund, at 5 per cent. ....	100, 000	5, 000
Proceeds of sale of 270, 000 acres of the 330, 000 acres of land donated by Congress July 2, 1862, for "colleges of agriculture and the mechanic arts," invested in "State certificates of indebtedness," at 5 per cent: ..	234, 000	11, 700
Three-fourths to Agricultural and Mechanical College at Columbia. . .	78, 000	3, 900
One-fourth to School of Mines at Rolla. ....		
Total of fixed endowments yielding income for general university purposes .....	534, 000	
Total annual income on same to university at Columbia .....		24, 020
Total annual income on same to university mining school at Rolla .....		3, 900
Total annual income on endowments of the university for general purposes in all her departments .....		27, 920

On July 4, 1889, the whole property of the university may be safely set down as \$1,100,000, of which its campuses, buildings, farm of 640 acres, libraries, museums, laboratories, observatory, and other teaching appliances may be put at \$454,000, its 60,000 acres of unsold lands at \$72,000, and its productive endowments at \$534,000.

To this sketch of the Missouri State University it is proper to append the names of the presidents who from the beginning have presided over the successive boards of curators. They are as follows:

President.	Term of service—	
	Began.	Ended.
William Scott .....	1839	1840
Thomas M. Allen .....	1840	1843
John Slack .....	1843	1843
Warren Woodson .....	1843	1848
Caleb S. Stone .....	1848	1850
F. R. Palmer .....	1850	1853
Caleb S. Stone .....	1853	1856
P. H. McBride .....	1856	1860
W. H. Allen .....	1860	1863
Thomas M. Allen .....	1863	1865
Moss Prewitt .....	1865	1869
James S. Rollins .....	1870	1886
E. W. Stephens .....	1886	1887
W. Pope Yeaman .....	1887	1889
John Hinton .....	1889	

LIST OF OFFICERS AND SUBJECTS TAUGHT, UP TO JULY 4, 1889, IN  
THE UNIVERSITY OF THE STATE OF MISSOURI.

- Agriculture**—G. C. Swallow, Scott Hayes, S. M. Tracy, J. W. Sanborn.
- Anatomy**—E. H. Leffingwell, A. Litton, G. C. Swallow, J. Lock, J. G. Norwood, T. A. Arnold, W. Moss, Jo. N. McDowell, C. W. Stephens, J. T. Hodgen, L. T. Pem, C. A. Todd.
- Ancient language**—G. C. Pratt, G. H. Matthews, J. Packer, A. G. Wilkison. (See Latin and Greek.)
- Art**—Gen. George C. Bingham, Conrad Diehl.
- Astronomy**—(See Mathematics).
- Botany**—G. C. Swallow, S. Hayes, S. M. Tracy, G. D. Purinton.
- Chairman of faculty**—J. H. Lathrop, G. H. Matthews.
- Chemistry**—E. H. Leffingwell, A. Litton, G. C. Swallow, John Lock, J. G. Norwood, P. Schweitzer, J. J. Haden, C. L. Speyers, A. E. Hopson, C. O. Curtman.
- Deans**—Agricultural faculty, G. C. Swallow, J. W. Sanborn; Engineering faculty, T. J. Lowry; Law faculty, P. Bliss; Medical faculty, J. G. Norwood, J. S. Morris; Normal faculty, E. L. Ripley, G. C. Bibb, D. R. McAnally, E. A. Allen.
- Demonstrator in anatomy**—J. H. Duncan, W. Moss, C. A. Todd, J. T. Hodgen, C. W. Stevens.
- Diseases of women and children**—A. W. McAlester, S. G. Moses, T. Barbour, G. M. B. Maughs.
- Drawing**—W. Alexander, E. L. Ripley, Conrad Diehl.
- Elocution**—O. Root, J. K. Hosmer, S. S. Hamill, W. H. Cole.
- Engineering**—W. W. Hudson, R. W. Johnson, J. W. McMurray, T. J. Lowry.
- English literature**—R. S. Thomas, S. Price, J. J. Jacobs, J. H. Lathrop, J. V. C. Karnes, L. G. Drury, L. B. Williams, G. M. Catron, O. Root. (See English and history).
- English and history**—J. W. Albert, J. K. Hosmer, S. S. Hamill, W. H. Cole and D. R. McAnally, E. A. Allen.
- Entomology**—S. M. Tracy.
- Geology**—(See Mineralogy).
- German and French**—I. Hainer, A. G. Wilkison, H. N. Ess, O. Root, Miss M. B. Read, J. W. Abert, B. S. Newland, A. Meyrowitz, Mrs. J. P. Fuller, J. S. Blackwell, B. F. Hoffman.
- Greek**—S. Price, L. B. Williams, J. V. C. Karnes, J. M. Leonard, A. F. Fleet, W. E. Coons.
- Hebrew and Semitic literature**—A. Meyrowitz, J. S. Blackwell.
- Language**—W. C. Shields.
- Latin**—W. C. Shields, J. W. Cowgill, D. W. B. Kurtz, E. H. Twining, W. S. Pratt, M. M. Fisher, J. C. Jones (assist.). (See also Ancient language).
- Law, in law school**—J. H. Overall, B. Gordon, P. Bliss, R. Fagan, W. J. Babb, F. P. Blair, C. G. Tiedemann, J. A. Yantis.
- Law, ethics, and political economy**—J. H. Lathrop, J. Shannon, J. J. Jacobs, B. B. Minor. (See Mental, moral, and political philosophy; also Political economy.)
- Lectures**—Entomology, C. V. Riley; Law, S. Treat, A. Krekel, H. S. Kelley, O. Guitar, S. D. Thompson; veterinary surgery, H. J. Detiners, L. J. Smith; Engineering, G. C. Pratt, V. C. Yantis, J. B. Eads, C. R. Suter.
- Librarians**—R. S. Thomas, B. S. Head, E. T. Fristoe, J. G. Norwood, S. Hayes, J. H. Drummond, J. W. Monser.
- Materia medica**—A. W. McAlester, J. H. Duncan, R. F. Barret, W. M. McPheters, J. P. Kingsley.
- Mathematics and astronomy**—W. W. Hudson, B. S. Head, E. T. Fristoe, J. Ficklin, W. B. Smith, T. J. Lowry (astronomical observatory). (See Mechanical philosophy.)



**Mathematics**—Assistant, R. A. Grant, H. N. Ess, L. G. Drury, J. W. Cowgill, D. W. B. Kurtz, W. A. Cauthorn, W. C. Tindall.

**Medical jurisprudence**—J. G. Norwood, R. F. Barret, A. Hopson.

**Mental, moral, and political philosophy**—D. Read. (See Metaphysics.)

**Metaphysics**—R. S. Thomas, J. J. Jacobs, B. B. Minor, J. H. Lathrop, S. S. Laws.

**Military science and tactics**—Gen. R. W. Johnson, Capt. R. B. Wade, Maj. J. W. McMurray, Lieut. F. P. Blair, Lieut. J. J. Haden, Lieut. E. H. Crowder, Lieut. B. B. Buck.

**Mineralogy and geology**—E. H. Leffingwell, A. Litton, G. C. Swallow, J. Lock, J. G. Norwood, J. W. Spencer, G. C. Broadhead.

**Natural science**—G. M. Catron, J. G. Norwood.

**Normal**—S. Price, E. H. Haight, D. W. B. Kurtz. (See Pedagogy.)

**Pedagogy (see Normal)**—E. L. Ripley, G. C. Bibb, D. R. McAnally, E. A. Allen.

**Physics**—W. H. Hudson, E. T. Fristoe, J. G. Norwood, B. F. Thomas, W. B. Smith, M. Thompson, M. L. Lipscomb; assistant professors, T. J. Lowry, W. H. Schuermann, A. A. Fuller.

**Physiology**—E. H. Leffingwell, A. Litton, G. C. Swallow, J. Lock, J. G. Norwood, J. H. Duncan, Woodson Moss, R. F. Barret, G. Bremer.

**Pomology and forestry**—George Husmann.

**Practice of medicine**—T. A. Arnold, J. H. Duncan, J. F. Hanna, J. S. Moore, P. G. Robinson.

**President**—J. H. Lathrop, W. W. Hudson, J. Shannon, G. H. Matthews, B. B. Minor, J. H. Lathrop, D. Read, S. S. Laws.

**Primary instructors**—W. H. Buckner, W. A. Thompson, W. C. Dawson, Miss M. B. Read, J. G. Anderson, E. Penter, Miss L. M. Wylie, Miss S. A. Ware, Miss L. Gillette, W. L. Pratt, C. L. Buckmaster, Miss L. Bedford.

**Principal primary department**—J. J. Searcy, C. H. Crowell, Mrs. C. Ripley.

**Secretary, since 1867**—O. Root, G. C. Swallow, E. H. Twining, Paul Schweitzer, T. J. Lowry, J. C. Jones.

**Surgery**—A. W. McAlester, J. G. Broome (lecturer), J. N. McDowell, James McDowell, J. T. Hodgen, P. Tuholske, T. F. Prewitt.

**Veterinary science**—Paul Paquin.

**Obstetrics**—T. Barbour, S. G. Moses, G. M. B. Maughs, G. A. Moses, A. W. McAlester.

#### SCHOOL OF MINES AT ROLLA, MO., ESTABLISHED 1872.

Faculty.	En- tered.	Re- tired.
Charles P. Williams, A. M., Ph. D., director; professor general chemical metal- lurgy; resigned.....	1872	1877
James W. Albert, professor civil engineering and drawing.....	1872	1872
Nelson W. Allen, A. B., professor pure mathematics, secretary faculty; resigned.....	1872	1874
William E. Glenn, M. D., professor anatomy, physiology, and hygiene.....	1872	1874
William Couch, instructor in English.....	1872	1874
John H. Gill, librarian.....	1872	1874
Geo. D. Emerson, professor civil and mining engineering.....	1873	1883
Robert W. Douthat, A. M., Ph. D., professor English, secretary of faculty.....	1873	1884
James S. Yantis, assistant professor mathematics, librarian.....	1874	1875
Almond W. Hare, M. E., assistant in preparatory department and chemical lab- oratory.....	1874	1875
Van Court Yantis, professor of mathematics and librarian.....	1875	1878
Chas. E. Wait, C. E., M. E. director, professor analytical chemistry.....	1877	1877
Edwin J. Jolley, adjunct professor of mathematics, librarian.....	1878	1880
Miss Florence Whiting, assistant preparatory department.....	1878	1883
T. C. Thomas, T. E., adjunct professor of mathematics.....	1880	1881
Prof. Z. Whitney, A. M., LL. B., professor of mathematics.....	1881	1885
J. M. Morris, A. M., professor of physics and natural history.....	1882	1883
Victoria G. Conkling, assistant in preparatory department.....	1883	1883
E. D. W. Eaton, B. S., professor of mathematics.....	1884	1884
W. G. Clark, B. S., assistant in mathematics and chemistry, and secretary of faculty.....	1884	1884
E. A. Drake, A. B., instructor in English branches.....	1884	1884

## Chapter II.

### CENTRAL COLLEGE, FAYETTE, MISSOURI.

(Under the auspices of the Methodist Episcopal Church South.)

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By T. BERRY SMITH.

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#### INTRODUCTION.

It may be said, as far as human experience goes, that "every consequent has its antecedents." This is true of Central College, and in order that the story of these interesting antecedents may be preserved and give added interest to the history of the institution itself, it is deemed proper to preface a sketch of the college with an outline of educational matters, both in Fayette and in the Methodist Episcopal Church South in Missouri.

We have no written documents regarding educational work in Fayette from thirty-five to fifty years ago, but we do have the memories of hale, though gray-headed, men who yet abide with us, and from them many interesting facts have been obtained.

From some recollections furnished by Judge A. J. Herndon the following is quoted:

When I came to Fayette in 1835 there was a 2-room, 1-story brick building just a little south and west of where Central now stands, called Fayette Academy. Archibald Patterson, a man of classical attainments and quite successful as a teacher, was in charge. To him Fayette and the county owe a debt of gratitude. His great ambition was to have here a college of high grade, and he labored assiduously to that end. Doubtless largely through his influence a more imposing edifice than his little red schoolhouse was begun on the site where Central College stands to-day. The work progressed slowly, and was not entirely completed when in February, 1838, the building caught fire from a stove on the first floor and was burned. Subscription lists were prepared and circulated, money subscribed, and in process of time contracts were made and the work of rebuilding commenced.

The work on the building above referred to—2 stories, with 4 imposing columns in front—was pushed to external completion about the year 1840, because it was about that time that the State of Missouri advertised for bids for the location of her State university. Howard County, of which Fayette is the capital, took a lively interest in the contest for location, and made a large bid (\$94,000). The citizens of

Fayette, foreseeing the purpose of the State and hoping to secure the location of the university, had given freely of their means to complete a stately building as an additional inducement. The hoped-for end was not attained.\* The prize was borne off by a neighboring county (Boone), as appears in the history of the State university.

After that the work on the building lagged, and the interior work was not all done when the contractors had it sold on December 6, 1844. It fell into the hands of Capt. William D. Swinney, an enterprising citizen of Howard County, by whom, in course of time, it was transferred under most generous conditions to the Methodist Episcopal Church, South, for school purposes.

In the meantime Professor Patterson had been called to other fields of labor and had left Fayette. He went first to Palmyra, to Marion College, which was shortly afterwards removed to Lexington, and was transferred with it.†

In the fall of 1844 the doors of the little red schoolhouse were again thrown open and a school was begun with only 7 pupils, which was destined to become the mother of the 2 colleges that stand in Fayette to-day—Central, and Howard Female.

“William T. Lucky, just graduated from McKendree College, Lebanon, Ill., came with his young wife, Mary Scarritt, to Fayette in the summer of 1844, both animated by an intense desire to do honorable and Christian work. He taught his classes by day, and during leisure hours and often by night assisted to complete the college building. The energy and practical management which Mr. Lucky gave this school soon bore its fruit, and in less than two years the old building, roomy as it was, was thronged with students, and the family accommodations of the town and vicinity were fully taxed to accommodate pupils from abroad.”‡ Mr. Lucky had been joined ere this by his brother-in-law, Nathan Scarritt, a man destined to play an important part in educational matters in Fayette and to become the first president of Central College. They organized Howard High School.

On October 6, 1847, the large building and its grounds were conveyed by Captain Swinney and wife to Wesley S. Green, Joseph Sears, Thomas Johnson, Andrew Monroe, and Abiel Leonard, as joint tenants, in trust for a public institution of learning, to be under the

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\* Because, as is credibly stated by 2 old citizens of Fayette, the commissioners on the road from Fayette to Columbia were met by men from Boone, who found out what Howard had subscribed, and hurried back and increased their own subscription enough to beat Howard.

† This institution was the predecessor of what is now known as Central Female College, bearing the same relation to Methodism in Missouri that Central College does as a male school. Central Female College is a school of high grade, is well equipped with buildings and appliances, employs a large and able faculty, has a full attendance, and is doing excellent work in the cause of Christian education.

‡ From the address of Rev. C. W. Pritchett, delivered at the corner-stone laying of Centenary Chapel in 1883.

control and government of the conference of the Methodist Episcopal Church, South, in Missouri. The Howard High School of Lucky and Scarritt was transferred into the new organization, and thus became identified with the interests of Southern Methodism in the State, and hence "the mother of both Central College and of Howard Female College." In the progress and growth of Howard High School Professor Lucky had a noble band of coworkers.

Professor Pritchett says: "It was a striking indication of the foresight and administrative ability of Mr. Lucky that so early he called around him, and united heart and hand in this work, such men as Hon. Abiel Leonard, Hon. Joseph Davis, Claiborne F. Jackson, Samuel C. Major, Henry W. Kring, Dr. John A. Talbot, Rev. Thomas Johnson, Rev. Andrew Monroe, Rowland Hughes, Adam Hendrix, Francis E. Williams, and C. C. P. Hill. He mentions also, as contemporaries or successors to these, Gen. John B. Clark, Judge Alfred W. Morrison, Andrew J. Herndon, and G. M. B. Maughs, M. D.

Again, he says: "I have often heard it said, to the credit of Fayette and vicinity, that it is a unit for its schools, and this unanimity of feeling and action is due in no small degree to the personal and social position of the men who watched over this school more than thirty years ago."

About 1848 Mr. Scarritt retired from the school to enter the active ministry, and Prof. William T. Davis became connected with the work of education in Fayette. The school continued to grow in favor, both at home and abroad, and outgrew all others in the State, insomuch that there was pressing need for larger accommodations for teaching and for boarding. In 1851 Rev. C. W. Pritchett became connected with Howard High School, and he says: "About 1852 the school was very prosperous, having an annual enrollment of about 350 pupils."

In September, 1851, the Missouri Conference met at Fayette in annual session, Bishop Capers presiding, and became better acquainted with the good name of Howard High School, the property of which, as we have already seen, had been conveyed to certain joint tenants, in trust, for the Methodist Episcopal Church, South. So favorably impressed was the conference that Rev. J. F. Riggs was appointed a special agent to raise funds to be used in the erection of a boarding house. This house was built in 1852, and in the fall of 1853 President Lucky, with family and a large number of boarders, was domiciled in it. It constitutes at the present date the front portion of Howard Female College.

But out of the conference of 1851 and the formal action taken in regard to the immediate facilities of Howard High School, there grew impulses to more extended action in educational matters in the Church. A general educational convention of the whole Methodist Church, South, in Missouri, was convened in the city of St. Louis on the 13th

day of April, 1853. Two days were spent in discussing the location of the new college, which was to be "an institution of learning of the highest order."

The 2 sites before the convention were Howard High School, at Fayette, and St. Charles College, at St. Charles, Mo. The latter had many advantages in the discussion. It was an old-established school, having been projected in 1832 or 1833,\* and formally opened in 1836, with Prof. John H. Fielding as first president.

It had, besides buildings and grounds, a considerable nucleus of an endowment fund. Contiguous to St. Louis, whence it was expected the bulk of moneyed gifts and bequests would come for the new college, it had the great Marvin for its advocate.

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\* As a part of the history of education in Missouri it is proper that some mention be made of St. Charles College, and the following is taken from Finney's *Life and Labors of Marvin*, pp. 285-286:

"St. Charles College has in many respects a peculiar and interesting history. It is the oldest Protestant college west of the Mississippi River. Its origin connects it with the first general and marked educational movement of the Church, originating in the action of the general conference of 1820. The sentiment of that conference in its favor was very pronounced, and was responded to with enthusiasm throughout the connection. Within about a decade Wesleyan University was established for the New England States; for the Keystone State, Madison College; and Randolph-Macon, Lagrange, and Augusta for the Atlantic seaboard and the South and West. In the more distant West, McKendree College was established on the east of the Mississippi, and on the west St. Charles College. In 1836 it was formally opened, with John H. Fielding, brought from the chair of mathematics at Augusta, as its first president. The enterprise was projected as early as 1832 or 1833, and was founded on the charity of Mrs. Catherine Collier, a noble Methodist matron. She was the mother of the late George Collier, well known as a leading and one of the most wealthy citizens of St. Louis. In former years of his life his residence and business had been at St. Charles. As expressed and limited in their last wills, respectively, it was the intention of mother and son to establish a Christian and Methodist school and to promote an educated Protestant ministry of the gospel. The mother died first. By her will, dated August 31, 1833, and probated August 26, 1835, she bequeathed \$5,000 to her son in trust for the contemplated school—the use of \$2,000 being limited primarily to the education of young men preparing for the ministry in the Methodist Church. Upon this original financial basis the conference, in counsel and cooperation with Mr. Collier, resolved to establish the college.

"At the death of the son, in July, 1852, he bequeathed to it \$10,000, conditioned upon the like sum being raised by the church within ten years from the date of his death. This led to the appointment of Marvin to the agency for the college in the following year. The proposal of the George Collier bequest was in that day comparatively a munificent largess. It was timely aid and encouragement. The condition of the college was emergent. After the death of Mr. Fielding, the first president, in 1844, it did not prosper. After 1848 the name of the college and its presidential appointment disappeared from the conference minutes, and did not reappear again till 1855. Then Rev. Dr. William H. Anderson is president. Marvin did not cease his labors until the required \$10,000 was obtained and the Collier bequest secured. Thus the college became possessed of \$23,000 of endowment, and it remains intact to this day."

On the other hand, Howard High School had the advantage of being more centrally located, of large attendance and wide popularity at the time the convention was called, and was advocated by that excellent speaker, Rev. William G. Caples.

In his advocacy of St. Charles College Marvin made an elaborate speech, expected an answer, and was prepared for it. But Mr. Caples met facts and arguments by ridicule and raised a laugh at Marvin's expense, and so managed matters that when the vote was taken Fayette was selected. The news was received in Fayette by telegram, and Professor Pritchett says: "Every window in the old college building was a blaze of light that night, and the old brass cannon Doniphan, captured in Mexico, and which had lain around the streets for many years, sent its thundering echoes over the country for miles around."

Central College was not formally opened until 1857, but during the intervening years Howard High School continued to flourish. At the beginning of 1854 the number of students in all departments was 352, from all parts of Missouri. In January of that year the college edifice was burned, but under the grand administrative ability of President Lucky only one day was lost from school work. As will be explained in the history of Central College proper, the burning led to the erection of the north wing of the present Howard Female College, and in this wing was begun the session of 1855 and 1856.

It was about this time that the separation of the two sexes took place, and that régime was begun which has continued, with brief intermissions, to the present day. President Lucky remained in charge of the girls and the school building while Professor Pritchett and the boys sojourned in various places until the Central College edifice was completed, and then they entered it, under the presidency of Rev. Nathan Scarritt, in 1857. The female department was chartered as Howard Female College in 1859, and Professor Lucky remained at its head until it was closed by the war in 1861. Since the war it has ever kept an efficient faculty, had large patronage, and is to-day one of the best female colleges in the land.

#### CENTRAL COLLEGE—ANTEBELLUM HISTORY.

Central College was christened by the St. Louis Conference of the Methodist Episcopal Church South in October, 1854, but its birth dated back a couple of years, and the available written records of the institution begin with September, 1852, when the St. Louis Conference, then in session at Lexington, Mo., adopted the report of a committee on education, of which the following is an extract:

In the judgment of your committee the time has come when the educational wants of our people require, and the resources of our people justify, the establishment of a literary institution of the highest order in Missouri. But while we need and must have the facilities afforded by this order of institution, your committee are of the decided opinion that it is the true policy of the church to unite upon and undertake the upbuilding of one such institution in Missouri, and only one.

In accordance with these sentiments, your committee recommend that this conference in an official way signify to the Missouri Conference our willingness to unite and cooperate with them on such a plan for the establishment of a college for the church in this State as shall be mutually agreed upon by the two conferences.

Then follows a plan of procedure in the matter, all of which was acted upon by the Missouri Conference sitting at St. Joseph two weeks later, when the following resolution of concurrence was adopted:

Your committee, therefore, feeling a deep interest in the cause of education, and believing the plan proposed by the St. Louis Conference to be a judicious mode of carrying out and effectuating the object proposed, do strongly recommend our conference to appoint commissioners to meet and confer with the commissioners of the St. Louis Conference, and also to select delegates to meet with the delegates of the St. Louis Conference on the plan proposed by the said conference.

E. M. MARVIN, *Chairman.*

The commissioners and delegates of the two conferences met in St. Louis on the 13th day of April, 1853, and organized, with Rev. D. R. McAnally chairman and Rev. Nathan Scarritt secretary. After due deliberation and a stormy debate Fayette, in Howard County, was selected as the site for the new college, and it was agreed that "the sum necessary for the endowment of the proposed college is \$100,000, of which at least \$50,000 shall be secured, as herein provided for, before the institution shall commence operations. Furthermore, the amount necessary for the erection of suitable buildings and appurtenances for the immediate use of the college is \$25,000."

Their plan for raising money was a graded scale of subscriptions, with certain privileges attached as to naming the college, naming professorships, the use of scholarships, etc., and each conference was to appoint an efficient agent in its own bounds to accomplish the aforesaid end as soon as possible.

The action of the convention was concurred in by the two conferences at their next annual sessions, and each conference appointed an agent and its quota of curators.

The first meeting of the board of curators was held in Fayette on December 9, 1853. This board consisted largely of tried and honored men—tried in executive and financial matters pertaining to educational work, as the strong helpers of Howard High School and other educational ventures in Fayette, and honored at home and abroad with places of responsibility, both in church and state. Among them were Judge Abiel Leonard, Judge C. C. P. Hill, Hon. Joe Davis, Dr. G. M. B. Maughs, Gen. John B. Clark, Rev. P. M. Pinckard, Rev. W. B. Watts, and others. The records show these men standing by Central College with unwavering constancy until each in his own time laid down the burden of life and went the way of all the earth.

After appointing some committees on site for college building, terms of subscription to endowment fund, and other matters, the board adjourned to meet in June, 1854, but an unexpected event *called them together at an earlier date.*

On the night of January 26, 1854, the Howard High School edifice was destroyed by fire. Its board of trustees at once arranged for a joint meeting with the board of curators of Central College, which was held in Fayette, February 4, 1854. At this meeting the present site of Central College (library hall) was acquired. The site of the burned edifice was surrendered on condition that the curators of Central College add to the boarding house of Howard High School a wing for school purposes, and, in addition, should forever hold the surrendered grounds "exclusively for uses declared in the deed under which it is now held," and build thereon or adjoining the proposed Methodist college.

The charter of Central College was approved in March, 1855, and was formally accepted and adopted by the board of curators in December of the same year.

In September, 1856, the subscriptions to the building fund were reported to be \$25,493, and the college edifice was in process of erection.

Years had come and gone since the projection of the college, and the earlier subscribers were becoming clamorous for the opening of the actual work so long delayed. Moved thereby, the board took steps at the June meeting, 1857, looking to the early opening of the college, and, by way of incipient organization, adopted the following resolutions:

1. It is expedient, in view of the urgent demands of its friends and the expectations of the public, that we make incipient organization of Central College to open in the month of September.
2. Two professors and a principal of the preparatory department will, in our judgment, meet the demands of the college for the ensuing year.

The two chairs established in the beginning of the institution were those of mathematics and ancient languages and literature, and the men chosen to fill them were Rev. Carr Waller Pritchett, then principal of the male department of Howard High School, and Rev. Nathan Scarritt, of Kansas Territory, the latter to be also president pro tempore for the ensuing year. Mr. Eli Offutt was put in charge of the preparatory department.\*

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\* It is worthy to note here that these men were all still living in 1889 and filling honored places in the land.

Rev. Nathan Scarritt, D. D., has his home in Kansas City, to which place he went when it was a mere village and out of the growth of which he has realized much worldly goods. During the more than a quarter of a century elapsed since those college days he has been an active minister of the gospel, and to-day, as for years past, is one of the curators of Central College.

Rev. Carr Waller Pritchett, LL. D., F. R. A. S. of England, has his home at Glasgow, Mo., to which place he went in 1866 to assume the presidency of Pritchett Institute, from which in 1873 he retired to superintend the erection and establishment of Morrison Astronomical Observatory. He became director of the same in 1875, and since then has devoted his whole time to patient and thorough astronomical work.

Eli Offutt for nearly twenty years has been connected with Washington University at St. Louis as professor of mathematics.



As to the curriculum, a liberal course is laid down for the preparatory department, but that for the collegiate department is summed up in the statement "the course of studies shall be equal to the course in our best colleges." How this was to be accomplished with a faculty of two men the records do not undertake to explain.

The next June (1858) the records state that the aggregate amount of subscriptions to the endowment fund was \$40,286.

The following preamble and resolutions show how the natural sciences were esteemed at that time:

Whereas it is contemplated ultimately to embrace the chairs of physiology and anatomy and chemistry and geology; and whereas it is desirable to begin these organizations as soon as possible; and whereas it is believed the commencement can be made without involving the board in any pecuniary liability: Therefore,

*Resolved*, That we proceed to elect a professor of anatomy and physiology and a professor of chemistry and geology.

*Resolved*, That these studies be regarded as extra, and that the professors be entitled to the tuition fees of their classes as their only compensation.

*Resolved*, That we will endeavor to raise by private subscription \$400 for the purchase of apparatus for these departments.

These resolutions were laid on the table at the time, but in June, 1859, it was resolved "that there be, and hereby is, established a chair of natural sciences in Central College." Prof. C. W. Pritchett was nominated and elected to fill the new chair, which in his letter of acceptance he entitles a "professorship of mathematics, astronomy, and mechanics." So the chair of natural sciences proposed the preceding year was still unfilled.

In the spring of 1858 President Scarritt resigned and Professor Pritchett assumed control for the remainder of the year. In June the board elected Dr. E. E. Wiley, of Emory and Henry College, Virginia, to the presidency, but he declined. In September Rev. A. A. Morrison, of the St. Louis Conference, was chosen president pro tempore. After serving in this relation for the current scholastic year, he was formally elected to the presidency June 22, 1859, in which position he served until March, 1860, when he resigned, and Professor Pritchett again had charge until the close of the year.

On May 2, 1860, the board convened and elected to the presidency Rev. William H. Anderson, at that time at the head of St. Charles College. He accepted the position and delivered his inaugural address on June 21 following. He served until the college was closed by the war in 1861. During these four years of the active existence of Central College prior to the war much good work had been done. Six young men had been graduated, 4 as bachelor of arts, 1 as bachelor of science, and 1 as bachelor of letters.

The financial affairs of the college, however, had lagged. Faithful and true men, such as Pinckard, Prottsman, Wharton, Monroe, Caples, Marvin, and others had gotten two large subscription lists—the one for building, the other for endowment—but for various reasons the funds could not be realized. At least one must infer that such was

the case from the fact that the records contain the minutes of frequent meetings in which the burden of business was in regard to a debt on the college edifice and deficiencies in salaries of the members of the faculty.

#### CENTRAL COLLEGE—POSTBELLUM HISTORY.

The last minutes before the interregnum consequent upon the civil war between the States bear date of July 17, 1861. The next entry is dated June 4, 1867, when some of the old board of curators met and transacted some business pertaining to the future of the college. School was being kept in the college building, having been opened in 1866 by Rev. H. A. Bourland and others, but it was rather in an independent way than under the auspices of the authorities of the institution.

The conferences at their September sessions appointed committees to meet and confer in regard to the college, and clothed them with authority to annul the old board and select a new one. This joint meeting was held in St. Louis on October 29, and a new board of curators, consisting of five members from each conference, was appointed and vested with "all the authority conferred by the charter, unrestrained by any interference on the part of said conferences."\*

The next day the new board met and resolved (about as had been done long before the war) "that Central College be opened as an institution of learning of the highest grade as soon as an endowment of \$100,000 shall have been raised and funded, and not before; and until such opening this board shall provide such means and facilities for education in Central College buildings as may be in their power." No doubt they were profiting by the past history of monetary affairs in connection with the college, which even then had a debt—a debt for the structure of the college building—hanging over it, a heritage of the antebellum days.

The following November the board met again in St. Louis and transacted some important business. Dr. W. M. Rush was elected secretary, and Adam Hendrix, esq., treasurer, in which positions, respectively, each served until death or feebleness from disease caused him to lay down the burden so faithfully borne.†

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\*The new board consisted of Col. Joseph Davis, Adam Hendrix, esq., Revs. William M. Rush, John D. Vincil, and W. M. Leftwich, of the Missouri Conference, and Hon. Trusten Polk, T. R. E. Harvey, esq.; Revs. D. R. McAnally, William A. Smith, and T. M. Finney, of the St. Louis Conference.

†Mr. Hendrix died May 31, 1876; Dr. Rush in 1886. The latter's letter of resignation of the secretaryship is recorded in the minutes of 1886:

BOONVILLE, MO., June 7, 1886.

DEAR DR. HENDRIX AND MEMBERS OF THE BOARD OF CURATORS OF CENTRAL COLLEGE: For nineteen years I have been secretary of your board. During all that time, so far as I can remember, I have been present at every meeting, but now God has released me—my work is done. I ask to resign my position as secretary of the board of curators of Central College. May the blessing of God be upon you in all future time, and make the college a thousand times greater than all our hopes. Farewell.

WM. M. RUSH.

Also arrangements were made to hold an educational convention in Fayette at the close of the current scholastic year. In June, 1868, that convention was held, and at the same time the board of curators met in annual session.

Those days form an important epoch in the history of Central College. Then was the crisis of effectual resurrection passed, and then began the rising tide of progress which has not yet reached its flood, and, please God, it never shall. There were many good and tried men among those who met in that June time, and they acted wisely and well.

Bishop Marvin presided over the convention. What his relation was to Central College can best be understood from a passage taken from Finney's *Life and Labors of Marvin* (p. 165), a passage appropriate not only to the history of Central College, but to the educational world in general:

In American Methodism the Church has given her strongest men to the college—Olin and Fisk and Smith. From college chairs and the desks of editors it has taken men for the episcopacy—Paine, Bascom, Pierce, Wightman, Doggett, McTyiere—some not college bred, but all cultured and the friends of culture. Before the close of the last century Asbury recommended "that all annual conferences should establish seminaries within their bounds."

McKendree, a bachelor, left his property as the foundation of a college in the West, which bears his name. Every episcopal address from the beginning has reviewed the educational work of the Church, and its supervision has become the settled traditional work and common-law duty of episcopal administration. At the present day, for special oversight, most of the colleges of Southern Methodism have each a patron bishop. Doggett, for Randolph-Macon; Wightman, for Wofford; Pierce, for Emory; Paine, for Oxford; Keener, for Centenary; Kavanaugh, at the Wesleyan University; and McTyiere, at the Vanderbilt; Central College, the connectional institution for the three conferences in Missouri, having had for its special patron Bishop Marvin.

There was long and careful deliberation and the convention was positive, even enthusiastic, in its spirit; "it only needed that a leader might be found to mount the crest wave. It must be a man of power, and in the person of the future president." Such a man was present in the person of Rev. William A. Smith, D. D., pastor of Centenary Church at St. Louis. He had rendered faithful service as college president at Randolph-Macon, Virginia, from 1846 to 1866. He had seen the labor of twenty years, in the endowment and building up of that institution, wrecked in the ravages of war, and had turned, in his old age, to the pastorate and been transferred to St. Louis. His ability as educator and executive was well known, for at the first opening of Central College he had been solicited to come to its presidency, but he would not leave his loved Virginia college. And after his coming to Missouri he had already twice declined to take upon himself the labor of resuscitation of Central, "its buildings dismantled, having been used as barracks, and its endowment scattered to the *four winds*."

But during the convention two of his friends called upon him and proposed to him to take the presidency of Central College, with the understanding that his first work would be to raise an endowment of \$100,000. After careful and prayerful deliberation he consented to allow his name to be used, and the board of curators elected him to the presidency on the morning of June 11, 1868. At 10 o'clock a. m. the convention met for its last session. The curators marched into the chapel, Bishop Marvin and Dr. Smith arm in arm, and it was announced that Dr. Smith had been elected and had accepted. "The announcement was an end of doubts and the herald voice of salvation to the college." As a fitting response to his words of acknowledgment of the demonstration of feeling in the convention, it was proposed to begin the subscription to the endowment fund, and several large subscriptions were at once made by Adam Hendrix, esq., Governor Polk, and others. Dr. Smith, with Rev. H. A. Bourland as coworker, spent the following months in an active canvass of the State in the interests of the proposed endowment fund, and in June, 1869, reported that, by including the old bonds, there was probably a total of \$100,000 already secured, but he advised that the definite opening of the college be deferred until the fall of 1870.

In this canvass his health had become so impaired that he was compelled to desist from active work. With the permission of the board of curators he retired to the mountains of Virginia, where, after lingering a few months, he passed away lamented by thousands in many a land. Above the rostrum in library hall was affixed a memorial tablet erected to his memory by the students of the "Classical seminary of Central College."

It was under this title that the collegiate work in Fayette was carried on from the election of Dr. Smith until June, 1871. There was a provisional combination of both Central and Howard colleges under Dr. Smith's administration, and in his report to the curators dated June 8, 1869, he outlines a plan for securing the Howard College property with the end in view of establishing a regular female department of Central College when it should be opened. It should be divided into regular schools similar to those in the male department, but the course should be modified to "correspond with what is common in female colleges. But for those young ladies who may elect to perfect the entire curriculum of the college or university studies they should have the privilege of attending all the lectures in the other department and of graduating to the highest distinctions and honors of the university course; \* \* \* also to connect with the female department a regular domestic school, the object of which would be to teach them everything necessary from the kitchen to the parlor, together with cutting and making garments, and elegant needlework, and to do this practically so far as it might be done without employing them in unnecessary drudgery, or so conducting this school as to occasion

an unseasonable delay in the accomplishment of the more regular course of study."

The faculty under this régime consisted of Rev. F. X. Forster as principal or dean. His assistants were Professors Taylor, Doggett, and Williams, with Miss A. E. Cooper governess of the female department and Mrs. J. P. Fuller mistress of music and assistant governess.

In June, 1870, Rev. D. R. McAnally, D. D., editor of the *St. Louis Christian Advocate*, was elected to the presidency, but he declined, owing to other engagements. Then in August, at a called meeting of the board, Rev. John C. Wills, professor of mathematics in the Southern University, Greensboro, Ala., was elected president. This noble and generous man came to Fayette in 1871, assumed the reins of government, and spent the remainder of his life in Central College. During his term of office came the great financial crisis of 1873, under which there was large depreciation of the endowment fund so laboriously collected by Dr. Smith. In consequence of this, and owing to the fact that very little was added to the endowment fund by way of new subscriptions, the monetary affairs of the college grew worse and worse. Deficiencies in the salaries of the members of the faculty increased the indebtedness every year; and yet both President Wills and his excellent corps of professors—Forster, Miller, Corprew, and others—full of faith in the future larger growth of the college, toiled on and made the class-room work of that high grade which the highest scholarship demands, and sent out to the world graduates of which no institution need be ashamed, and others who did not graduate but bore away upon their hearts and brains the impress of Christian tuition.

The year 1878 was an eventful one in the history of Central College. On February 11 Dr. Wills died, universally lamented, leaving behind him such a name for good and noble deeds that even at the present day his memory is very dear unto many, and "though being dead he yet speaketh." A tablet erected to his memory hangs above the rostrum in Library Hall.

In April the board of curators met to consider a proposition coming from the board of trustees of Pritchett School Institute,\* located

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\* Pritchett School Institute bore the name of Prof. Carr W. Pritchett, who had spent so many years preceding the war in assisting to lay broad and deep the foundation of Central College, and it was founded through the liberality of Rev. James Oswald Swinney, an active member of the board of curators of Central College both before and after the war, and a son of Capt. William D. Swinney, the original founder of Central College. It was chartered in 1867, but had begun its active existence in the fall of 1866 at the old Masonic Seminary, in the midst of the city of Glasgow. In 1869 a more substantial and commodious edifice was completed in the suburbs, and school began therein in September, with Professor Pritchett as president and those accomplished teachers, Bond, Trowbridge, Walker, and others as professors, following a worthy curriculum of classical, mathematical, and scientific branches. It became a generous rival of old Central, *only 12 miles distant*, and yet it was not in her way at all, because Central had for

at Glasgow, Mo. Pritchett Institute, a nonsectarian, coeducational school with very valuable buildings, equipments, grounds, and endowment, was offered to the Methodist Episcopal Church South in Missouri for educational purposes on certain conditions, viz: (1) The classical department of Central College should be transferred to Glasgow; (2) the coeducational plan in vogue at Pritchett Institute should be adopted; (3) the name Central College should be retained and that of Pritchett Institute surrendered.

The board of curators, on advice of legal counsel, saw that such a removal would cost them part if not most of the endowment and real property of the college, and determined not to accept the offer. But the discussion of the matter caused the people of Fayette to awake to the interests of their college, and a fund of \$10,000 was raised by the citizens of Fayette and vicinity and given to the board. This new impulse was greatly furthered by the election to the presidency of Rev. (now Bishop) Eugene R. Hendrix, a former student of Central College, a graduate of Wesleyan University, Middletown, Conn., an able minister of the Missouri conference, experienced in pulpit work and still more widely cultured by a tour around the world in companionship with Bishop Marvin. With his incoming there was established a chair which had long been needed for the training of candidates for the ministry, a "Marvin professorship of biblical literature," and the new president was made its first incumbent.

President Hendrix found "the productive endowment of the college

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a constituency the entire Methodist Episcopal Church South in Missouri, while Pritchett Institute was nonsectarian and had no claim on anybody beyond its own merits.

In 1874 a great impulse to educational and scientific work in Glasgow was given by Miss Berenice Morrison, niece of Rev. J. O. Swinney. Through her munificence the magnificent sum of \$100,000 was given, to be divided into two equal parts, one for the endowment of Pritchett Institute and the other for the erection, equipment, and endowment of an astronomical observatory of high order.

By this gift the buildings, grounds, and endowment of Pritchett Institute became worth about \$80,000, and the observatory—named Morrison in honor of its founder—which stood contiguous, was worth \$50,000 more.

The observatory, in latitude  $39^{\circ} 13' 45.5''$  and longitude  $1^{\text{h}} 3^{\text{m}} 5.9^{\text{s}}$  west of Washington, was built in 1875, and contains a fine equatorial with objective of  $13\frac{1}{2}$  inches diameter and a focal length of 17 feet, made by Alvan Clark & Sons, of Cambridge, Mass.; also a large meridian instrument, clocks, chronographs, meteorological instruments, and other things pertaining to the equipment of a first-class astronomical observatory. Prof. C. W. Pritchett superintended its erection and equipment, and became its first director, a position which he still holds.

The institute, under the presidency of C. W. Pritchett, Oren Root, jr., R. T. Bond, J. H. Pritchett, and J. S. Kendall, each assisted always by an able faculty, has ever had a worthy curriculum, required a high standard of scholarship, and has become the alma mater of very many who are now useful men and women, worthily filling places in the world some of which are of high rank and responsibility.

about \$45,000, and a debt of some \$12,000, including \$1,700 yet due on the contract for the erection of the college edifice some twenty years before." He took hold of the institution for which his noble father had so long served as treasurer and instilled new life into its veins. Within three years the debts were all canceled and the endowment fund had grown to over \$60,000, a commodious gymnasium had been erected, and "Wills Hall," a boarding house for young men of limited means, had been established.

In November, 1881, Mr. Robert A. Barnes, of St. Louis, who had previously made large donations to the library, gave \$25,000 to endow the "Robert A. Barnes" chair of Greek and Latin, and in November, 1882, gave an additional \$20,000 in honor of his mother, to endow the "Mary Evans Barnes" chair of English and modern languages.

Within the next four years there were very gratifying additions to the finances and facilities of the college. For the benefit of young men of limited means, but ambitious to acquire an education, the "Arthur Davis loan fund" of \$5,000 was established in 1883, the income from which should be loaned without interest. During the same year the campus was increased to over 11 acres, furnishing grounds sufficient for building sites as they may be demanded, and also room for lawns, walks, and landscape ornamentation.

In June, 1884, Centenary Chapel was dedicated. Its total cost, including furniture, was about \$26,000. It is an imposing structure of brick, with an auditorium capable of seating about 900 persons, and furnished with a fine pipe organ, and in addition there are 3 small rooms for recitations and the new chapel, the old chapel being needed for space for the rapidly increasing library.

In 1886, through the liberality of Col. L. V. Stephens, of Boonville, and other generous friends of the college, there was acquired a handsome property adjoining the campus, which was suitably altered and equipped for scientific purposes and named "Stephens' scientific hall," in honor of the donor. Into this were transferred the cabinets and apparatus of the college, and large additions were made thereto out of a surplus of the fund given for the purchase of the property. The acquisition of "Stephens' scientific hall," with its enlarged equipments, afforded facilities for the increased demands of the natural sciences, hitherto too much straitened.

During the quadrennium of which we have just been speaking there had been decided progress in other departments of the college. A series of prizes in various lines had become established features of the literary and class-room work and had borne gratifying results.

#### THE LIBRARY.

The library had made rapid strides, and had been carefully classified in accordance with the system of Lloyd P. Smith, librarian of the *Library Company of Philadelphia*. A card catalogue was made out,

from which a printed catalogue was published in 1887. The old chapel was demanded by the increasing library, and devoted thereto, receiving the title of "library hall."

In 1884 the faculty, after mature deliberation, decided to return to the four-years' curriculum in vogue in most of the older colleges. When Dr. Smith came to the presidency he introduced the school system, such as was used at the University of Virginia, and whereby the course was made elective; and this system had been retained for about fifteen years in Central College. The weekly work embraces five and one-half days, and the system of alternate recitations largely prevails.

#### THE SCHOOL OF ENGLISH.

The college from its inception had possessed a liberal curriculum of mathematics, of the classic languages of Greece and Rome, of the mental and moral sciences and more or less of the natural sciences, and that modicum of English usually found in Western colleges; but it was determined by President Hendrix to expand the course pertaining to our mother tongue and to introduce the Anglo-Saxon and modern languages in that fuller measure harmonizing with the courses of advanced institutions of learning in the East.

In accordance with this idea the chair of English and modern languages was established in 1881, and to it was called Prof. Edward A. Allen, A. M., specially cultured in this line, and eminently qualified to introduce a broad and comprehensive course of study in these branches. In 1885 Professor Allen was called to the State University to fill the chair of English, and Prof. William A. Frantz, A. M., of Randolph-Macon, was chosen to succeed him. The course in Anglo-Saxon in the catalogue of 1888 is as follows:

#### SOPHOMORE CLASS.

Historical grammar of the English language, preceded by elementary lessons in Anglo-Saxon, Spenser, Shakspeare.

Text-books: Sweet's Anglo-Saxon Primer, Lounsbury's English Language, Faery Queen (Kitchen), Hamlet (Rolfe), with parallel readings.

#### SENIOR CLASS.

Anglo-Saxon prose and poetry; Chaucer.

Text-books: Sweet's Anglo-Saxon reader; Morris's Prologue and Knight's Tale, with a full course of parallel readings in English literature, both classic and modern.

#### LITERARY SOCIETIES.

Two excellent literary societies, the Phi Alpha and the Aristotelian, are connected with the college. Each has its hall, and a generous rivalry exists between them to see which may carry off the annual prizes of the institution. These societies render very efficient service



the war: Rev. W. A. Smith, D. D. (1868-70), Rev. J. C. Wills, D. D. in the intellectual and moral culture of their members. Each has an alcove in the library, and takes a lively interest in the good name and advancement of the college.

#### RELIGIOUS WORK AND INFLUENCES.

One of the most prominent features of the college from the beginning, and especially in later years, has been its Christian work. Not only has the college always aimed at high intellectual development of the young men who came for her instruction, but especial pains have been taken to send out a high order of moral and religious sentiment. The faculty has for the most part always consisted of men who esteemed Christian education above all other kinds; and in their efforts to direct young manhood into those channels of thought and life which most decidedly ennoble, they have ever been aided by a devoted class of young men preparing for the Christian ministry.

For many years an active branch of the Young Men's Christian Association has existed in the college, and out of their Sabbath meetings and morning prayer meetings have come large influences for good. It is a matter of remark that for many years no one has graduated who has not been a professing Christian.

#### THE OLD CHAPEL IN LIBRARY HALL.

Above the rostra and attached to the wall are three tablets, two of which have already been mentioned, that of Dr. William A. Smith and that of President J. C. Wills. The third is that of Bishop Marvin, so long the patron bishop of Central College. In one corner stands a well-executed bust of Bishop Marvin. On the walls hang eight life-size portraits of worthies in Central College history. In front and above the tablets is Dr. Smith. To his right, on the western wall, are Dr. Wills, Adam Hendrix, esq., Rev. Andrew (commonly called Father) Monroe, and Rev. William M. Rush, D. D. On the eastern wall are Bishop Marvin, Governor Trusten Polk, and Robert A. Barnes, esq. These portraits look down from their places as the years go by, and are perpetual incentives towards higher and better things.

This brief sketch of Central College may be appropriately closed with a list of the past presidents and professors of the institution, and a short summary of its financial condition in 1889.

#### PRESIDENTS AND PROFESSORS.

Before the war the office of president was filled by Rev. Nathan Scarritt, D. D. (1857-58), Rev. A. A. Morrison, D. D. (1858-60), Rev. W. H. Anderson, D. D. (1860-61); Rev. C. W. Pritchett, LL.D., during part of two of the preceding terms acted as president. Since

(1870-78), Rev. (Bishop) E. R. Hendrix, D. D., LL.D. (1878-86), O. H. P. Corprew, A. M., chairman of faculty (1886-88), Rev. John D. Hammond, D. D. (1888- ).

Without specifying the branches taught by each, the following list is given of those who have been connected with Central College as teachers and professors: C. W. Pritchett, Eli Offutt, A. J. Dyas, J. A. Rubelt, H. B. Parsons, A. F. Brachman, before the war; and since the war, F. X. Forster, Rowland Doggett, F. A. Taylor, W. G. Miller, E. A. Allen, W. B. Smith, James T. Anderson, and J. L. Armstrong, not mentioning several worthy adjunct professors and principals of the preparatory department. Some of the above have passed into rest, and others have been called into other spheres of work and are blessing the world as professors, editors, authors, etc.

The faculty in 1889 consisted of Rev. John D. Hammond, D. D., president, and Marvin professor of moral philosophy and evidences of Christianity; O. H. P. Corprew, A. M., Robert A. Barnes professor of Greek and Latin; William A. Frantz, A. M., Mary Evans Barnes professor of English and modern languages; J. W. Kilpatrick, A. M., professor of geology and natural history; T. Berry Smith, A. M., professor of chemistry and physics; Rev. R. T. Bond, A. M., professor of mathematics; Rev. T. G. Mumpower, A. M., principal preparatory department; C. E. Davis, A. M., fellow and adjunct professor of Greek and Latin.

#### GRADUATES.

The college has conferred its ordinary degrees upon about 75 of its pupils—among them 2 young ladies—and its pro meritis degrees upon 8 men in high and responsible positions, and worthy of honor.

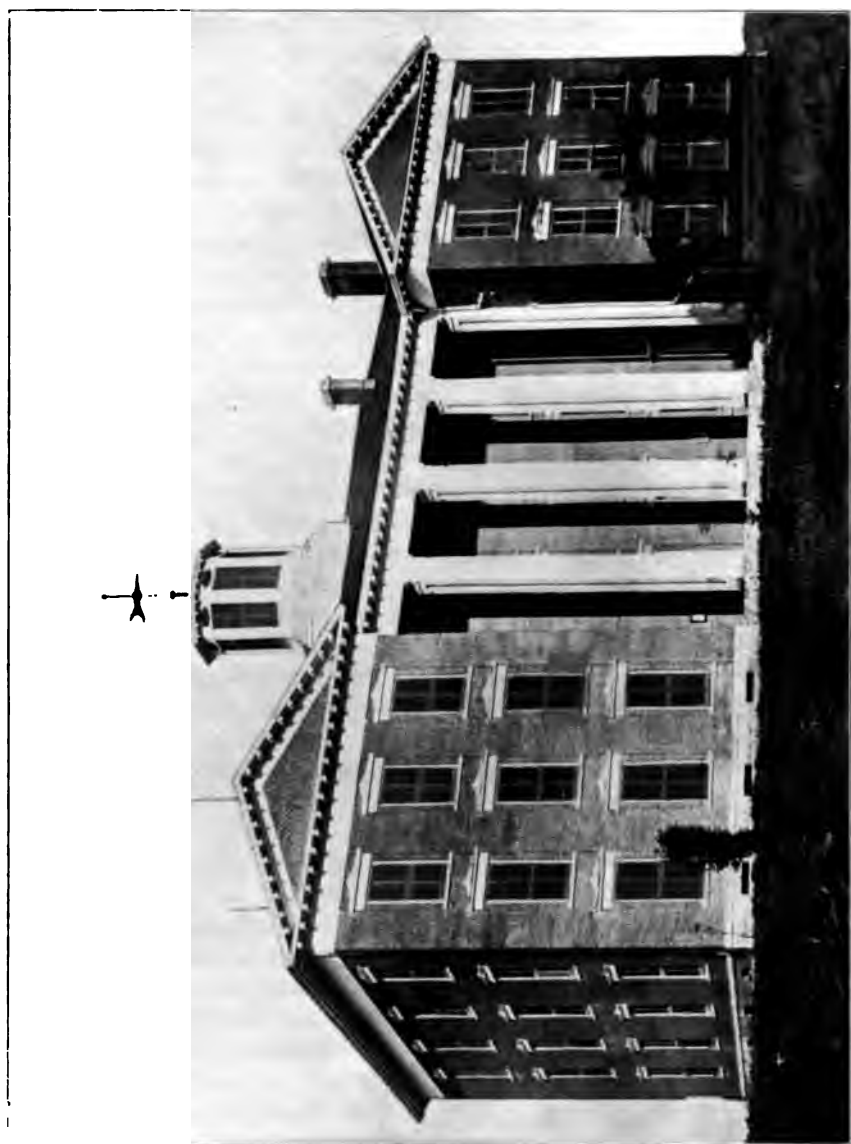
#### PROPERTY AND ENDOWMENT.

The value of college buildings, chapel, president's house, cabinets, apparatus, etc., is estimated to be about \$90,000. The endowment fund, well secured and bearing interest, is about \$120,000.

[STATISTICAL NOTE, 1898: President, E. B. Craighead, A. M., LL.D.; number of professors, 13; number of students, 159; number of volumes in library, 5,500; value of apparatus and library, \$15,000; value of grounds and buildings, \$150,000; amount of productive funds, \$130,000; amount of annual income, \$11,454.—(Returns to the Commissioner of Education for 1897-98.)]







MAIN BUILDING, WILLIAM JEWELL COLLEGE.

## Chapter III.

### WILLIAM JEWELL COLLEGE.

LIBERTY, CLAY COUNTY, MO.

By JAMES G. CLARK.

#### ORIGIN.

On Friday, the 29th day of August, 1834, a number of Baptist ministers and laymen met at Providence Church, in Callaway County, "to deliberate upon the state of religion in the bounds of the churches to which they belong, and to consult if any special measures were necessary and practicable to promote the preaching of the gospel within the bounds of the State." Of this meeting the Rev. Jeremiah Varde-man was elected moderator, and the Rev. Robert S. Thomas was appointed clerk.

After a prolonged discussion of the several topics presented for consideration, steps were taken toward the organization of a State convention of Baptists, a "plan of a constitution" was drawn up, and another meeting was appointed to be held in June, 1835, at Little Bonne Femme Church, in Boone County, to which all Baptist churches in the State were invited to send delegates. This meeting was held according to appointment and resulted in the organization of the "Baptist Central Society of Missouri," the object of which, as expressed in Article II of their constitution, was "to adopt means and execute plans to promote the preaching of the gospel within the bounds of the State." In Article VIII provision was made for annual meetings at such places as might, from year to year, be designated. In 1839 the name of the society was changed to "The General Association of United Baptists of Missouri," and this was subsequently abbreviated to "The Missouri Baptist General Association," by which title the body is designated at the present day.

Among the means "to promote the preaching of the gospel," the importance and the necessity of an institution for the education of young ministers soon became apparent, and not many years elapsed before steps began to be taken toward the establishment of such an institution, where candidates for the ministry, and young men in

general, could acquire an education in advance of that afforded by the common schools and academies of the State.

Prominent among the promoters of this enterprise was Dr. William Jewell, a native of Loudoun County, Va., but for many years a practicing physician in Columbia, the county seat of Boone County, Mo. In the year 1843 Dr. Jewell tendered to the general association the sum of \$10,000 in lands as a nucleus for the endowment of a college, and a committee was appointed to receive the same, fix the location of the institution, and "do all other things usual and necessary to organize and carry on a literary institution." In 1844 this committee made such a report that the general association declined the offer of Dr. Jewell, on the ground that it was deemed impossible to raise at that time the additional sum required as the condition of his donation.

But the matter was not allowed to rest here, nor did Dr. Jewell withdraw his generous offer. During the next two or three years the subject was vigorously canvassed among the Baptists throughout the State, and at the meeting of the association in 1847 a committee was appointed to originate an institution of learning for the Baptists of Missouri upon a plan by which its endowment and perpetuity might be secured. This committee reported to the association in 1848 in such favorable and hopeful terms that measures were taken to secure a charter from the general assembly of Missouri.

This charter was granted and approved by the governor February 27, 1849, and trustees were appointed as follows: Tyree C. Harris, Isaac Limberger, Jordan O'Brien, W. C. Ligon, Robert S. Thomas, A. W. Doniphan, T. N. Thompson, W. D. Hubbell, Robert James, S. T. Glover, T. L. Anderson, R. F. Richmond, S. D. South, T. E. Hatcher, John Ellis, William Carson, David Parkins, W. M. Jackson, Roland Hughes, William Jewell, W. M. McPherson, R. E. McDaniel, John Robinson, M. F. Price, E. M. Samuel, and R. R. Craig. In this list will be recognized the names of several who were prominent in the religious, political, and military history of the State.

According to the terms of the charter the subscribers to the endowment were authorized and empowered to hold a meeting for the purpose of selecting a location and determining the name of the institution. Accordingly a meeting was held in the town of Booneville, August, 21, 1849, at which meeting 884 shares of stock, at \$48 each, were represented. In addition to this there was a subscription of \$7,000 from citizens of Clay County, for building purposes only, and the original offer of \$10,000 in lands by Dr. Jewell, making the total subscription of \$59,432. After an animated contest, in which the subscription of Clay County was ably represented by Judge James T. V. Thompson and Col. Alex. W. Doniphan (the latter of whom had but a few years previous acquired a national fame as the leader of Doniphan's expedition in the Mexican war), the town of Liberty, in

Clay County, was selected as the location of the college, and in honor of Dr. Jewell, in whose heart and head the enterprise had first taken definite form, it was unanimously agreed that the name of the institution should be William Jewell College.

#### HISTORY—PART I.

The first meeting of the board of trustees was held November 12, 1849, under the presidency of Roland Hughes, of Boone County. At this meeting it was decided that the business of instruction should be entered upon at the earliest possible date, and as the board was not yet in possession of a building of any sort or description, the basement rooms of the Baptist Church in Liberty were rented and fitted up for the reception of teachers and students. Instruction was begun on the 1st day of January, 1850, with the Rev. E. S. Dulin as principal and professor of ancient languages, and the Rev. Th. F. Lockett as professor of mathematics. Some time during the year the Rev. William M. Hunsaker was added to the faculty as principal of the academic or preparatory department.

The faculty for the year 1851-52 consisted of Rev. Ed. S. Dulin, Rev. T. Bradley as professor of mathematics, and Mr. James G. Smith in charge of the preparatory department.

At the close of this session, it having been ascertained that none of the original endowment was available for the payment of salaries, the board of trustees deemed it prudent to tender to the faculty the use of the rooms, library, etc., provided they would continue the school and depend upon the tuition fees for their support, demanding only that young men preparing for the ministry should be received, as heretofore, free from any charge for tuition. This proposition was accepted by Professor Bradley, who, with Mr. George S. Withers as his assistant, carried on the school during the scholastic year of 1852-53.

The "First annual catalogue of the officers and students of William Jewell College" was published for the scholastic year 1850-51. The whole number of students enrolled was 137, of whom 110 were from Liberty and Clay County, in which the college is situated.\* We learn from a historical sketch prepared by the Hon. D. C. Allen, of Liberty, who was a student at that period, that the course of study adopted and pursued was admirable and thorough. It was probably limited to the classics, belles-lettres, mathematics, and so much of the physical sciences as could be pursued by the use of text-books alone; and, if not extensive in the modern sense of the term, was a sound basis upon which to build.

While the foundation was thus being laid for the scholastic superstructure the college edifice was in process of erection. Early in

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\* The catalogue issued in 1854 is also entitled "First."



1850 the board appointed Dr. Jewell as commissioner to superintend the erection of the building, in which service he continued until his death, in August, 1852, which event was undoubtedly the result of exposure to the severe heat of that summer while engaged in superintending the work. Dr. Jewell requested that the work should be continued under the supervision of Mr. B. McAllister, who was acquainted with all his plans, and by August, 1853, the building had so far progressed toward completion as to admit of occupancy and use for the purposes for which it was intended. It was finally completed in 1858, at a total cost of about \$44,000.

The building is of brick, on a permanent foundation of stone, 125 feet front, 67 feet deep, and three lofty stories high, surmounted by a belfry and observatory rising from the center of the roof. "It is beautifully situated on a hill, at the foot of which lies the city of Liberty. As far as eye can reach, on every side, appear luxuriant and highly improved farm seats, and the imagination of the delighted spectator wanders over an area whose radii reach for 200 miles through a district, the agricultural, mineral, and manufacturing resources of which, for riches and variety, are unequalled in any section of the country."

In the summer of 1853 the financial condition of the institution had become so much brighter in the eyes of its hopeful trustees that they ventured again to assume direct control, and in September of that year the college was reopened (no longer in the rented rooms in the church basement, but in its own spacious edifice on College Hill) with the following faculty: Rev. R. S. Thomas, D. D., president and professor of moral philosophy; Rev. T. Bradley, professor of ancient languages; James Love, professor of mathematics and natural sciences; Rev. T. C. Harris, professor of English literature, and L. M. Lawson, tutor. These gentlemen, with the subsequent addition of William P. Lamb as principal of the preparatory department, continued in charge of the college for two years, and at the annual commencement in June, 1855, the first graduating class, consisting of 5 members, received the degree of bachelor of arts.

From the catalogue issued in 1854 we learn that the number of students in attendance during the scholastic year of 1853-54 was 160, of whom 110 were in the preparatory department and 50 in the collegiate classes. It is known that a number of these students were preparing for the ministry, but the catalogue contains no reference to the fact.

The course of study, properly graded from year to year, embraced the Latin and Greek languages; mathematics, including algebra, geometry, trigonometry, analytic geometry, and the differential and integral calculus; natural philosophy, with lectures and experimental illustrations; chemistry, geology, and mineralogy; mental philosophy; logic; rhetoric; ethics; history; constitutional and international law; *political economy*, and the evidences of Christianity.

In the way of books and apparatus we learn that the college library contained at that time somewhat more than 1,000 volumes; that the department of physics was well supplied with illustrative apparatus from the establishment of Chamberlain & Ritchie, of Boston; that there was a good collection of specimens in mineralogy and geology, and that orders had been given for an ample supply of chemical appliances. It was evidently the intention of the trustees to provide as extensive an equipment as the means at hand would justify, and, in short, to establish an institution of high grade.

But the experience of William Jewell College was not to be essentially different from that which so many of our denominational institutions of learning have been called upon to undergo. The proceeds of the endowment fund (or what remained of that fund after the erection of the building), together with the amount received from tuition fees, were found to be insufficient to meet the current expenses, and the college was closed from June, 1855, to September, 1857. From a report made to the general association at the meeting of that body in 1856 we learn that the nominal endowment of the institution, consisting of bonds, lands, and money, amounted to but \$25,472, to offset which there was an indebtedness of about \$10,000. This indebtedness the resident trustees of Clay County agreed to pay off. The financial agent of the college undertook to increase the endowment to \$50,000; and, in addition to this, William M. McPherson, esq., of St. Louis, pledged the sum of \$21,000 on condition that the citizens of Clay County and the Baptists of the State should comply with the foregoing propositions.

Whether these pledges and undertakings were fulfilled or not the subsequent record does not say, but by the summer of 1857 the prospects of the college must have considerably brightened and its financial condition strengthened, for in that year the board of trustees decided to reopen the institution, and appointed the following faculty: Rev. William Thompson, LL. D., president; M. W. Robinson, A. B., adjunct professor of ancient languages; John T. Davis, A. M., professor of chemistry and geology; J. B. Bradley, A. M., professor of mathematics and natural philosophy; Rev. E. S. Dulin, D. D., professor of intellectual philosophy and English literature; W. G. Garnett, A. B., principal of the academic or preparatory department, and G. L. Black, tutor.

Under this faculty instruction was resumed in September, 1857, and the catalogue for the session of 1857-58 shows an enrollment of 91 students, not classified, but arranged in alphabetical order according to their given names. According to this novel, if not humorous, principle of arrangement the name of Abraham Croysdale Brown is first on the list of students, which closes with that of William Thomas Maupin.

The course of study does not seem to have been more extensive

than in former years, but as it was directed by an increased faculty it is to be supposed that the work was more effective than formerly. The college library had been enlarged to over 2,000 volumes and a considerable addition had been made to the stock of physical and chemical apparatus. Two literary societies, the Philomathic and Excelsior, were in active operation among the students, the principal object of which was cultivation in oratory and the power of debate. There was also a society composed of ministerial students called the "Baptist Evangelical Society," designed to afford opportunities for the investigation of religious topics and for the delivery and criticism of sermons.

It was stated in the opening of this paper that one of the great objects of the Baptists in establishing William Jewell College was to provide an institution in which candidates for the ministry could receive such an education as would render them more competent for the great work to which they were called. This object had always been kept in view, but up to the point at which we have arrived in this sketch no special provision, either in the way of theological instruction or in the way of pecuniary aid to those who were unable to meet their expenses, had been made for this class of students.

In 1858 the general association, feeling that the time had come when such provision should be made, at the instance of the Rev. William M. Bell, of Saline County, appointed a committee, to be known as the "board of ministerial education," with power to collect funds; examine candidates as to their call to the ministry, piety, etc., and aid them to such extent as might be desirable or necessary; confer with the trustees relative to the erection of a hall for the use of ministerial students, and secure funds for the erection of such hall, and to endeavor to secure such a modification of the course of study as might be best suited to facilitate the progress of the students and fit them for the gospel ministry. The officers of this board were William B. Waddell, president; Rev. E. S. Dulin, vice-president; Rev. J. W. Warder, secretary, and William Duvall, treasurer.

The board has been in continuous existence from the date of its organization to the present time, and makes annual reports to the general association.

The college remained under the presidency of Dr. Thompson from 1857 to the close of the scholastic year in June, 1861. The faculty, which was a very efficient one, remained substantially the same during the entire period, the changes which took place being as follows: In 1858-59, G. W. Rogers, A. B., was elected principal of the preparatory department; the Rev. Ed. I. Owen, LL. D., was elected professor of ancient languages, and John T. Chandler, A. M., was elected principal of the academic department in place of W. G. Garnett, resigned. The number of students increased from year to year, with *146 in attendance* during the session of 1860-61. Owing to the influ-

ence exercised by the distinguished president, whose fame as a brilliant pulpit orator and elegant scholar extended far and wide throughout the State of Missouri, the affairs of the college began to put on a more promising aspect than they had heretofore presented, and everything indicated a prosperous and permanent future for the institution.

But the evil spirit of discord was abroad in the land, and by mid-summer the whole country was ablaze with the passion and excitement of civil war. Under these circumstances and conditions the authorities of the college felt that the times were unpropitious; and as the town of Liberty was in the center of a region of country which bade fair to be overrun by contending armies, it was deemed the part of prudence to suspend the operations of the college until, by the restoration of peace, which was confidently expected to be brought about in a few months, the condition of the country should be more favorable for the prosecution of academic pursuits. Accordingly, in August, 1861, the presidency and all professorships were declared vacant by the trustees, and so remained until the termination of the war. We learn, however, from the sketch of Mr. Allen, to which reference has been previously made, that on May 22, 1863, the Rev. Dr. Thompson was reelected to the presidency, and the Rev. Dr. Owen, Rev. Th. H. Storts, and Prof. George Hughes were elected professors in the college; yet, as the salaries were very small and the entire receipts from tuition were to be at the disposal of the professors, these elections implied honor rather than emoluments or subjection to corporate control. The gentlemen above mentioned, or some of them, taught a school whenever practicable in the college rooms during the two or three years next succeeding their election.

For some weeks after the fight at Blue Mills Landing, which occurred in September, 1861, the college building was used as a hospital for the Federal wounded, and again in August, 1862, the building was used as quarters for Federal troops and a line of rifle pits was thrown up across the campus.

#### HISTORY—PART II.

At the conclusion of the war, in the spring of 1865, the case seemed well-nigh hopeless. The college building was dilapidated, the library gone, the apparatus mutilated, the endowment of a very uncertain value, many of the subscribers being either dead or utterly broken up by the desolation of war. The school was still conducted by Professors Owen and Hughes, but no steps were taken toward the resuscitation of the college for the two years immediately succeeding the war. From a report of the trustees, made to the general association in 1866, we learn that the nominal endowment at that time consisted of notes aggregating \$43,000, on which about \$18,000 interest was due, but that, owing to the deranged state of the country, it was

impossible to estimate what proportion of the above assets could be considered good.

Notwithstanding the difficulties in the way, the board, trusting in God and in the worth of the cause, determined to reopen the college and to provide all necessary facilities for an institution of the highest grade. In June, 1867, they called to the presidency the Rev. Thomas Rambaut, of Louisville, Ky., a graduate of Trinity College, Dublin, and a gentleman of broad scholarship and of large experience in the management of educational enterprises. Having accepted the position, Dr. Rambaut removed to Missouri, and during the next twelve months he and the trustees were engaged in the work of reorganization, and in enlisting the sympathies and cooperation of the denomination in their great enterprise. The views of Dr. Rambaut were considerably in advance of any which had heretofore been held by the friends of the college. He proposed that, in the reorganization of the college, the plan in operation at the University of Virginia should be adopted; that the work should be embraced in the eight schools of Latin, Greek, mathematics, modern languages, English literature and history, natural sciences, moral philosophy, and theology; that each school should be independent of the others in its organization, and capable of unlimited expansion as the endowment should be increased and as the demand for advanced instruction should require; that the schools of languages, history, and mathematics should be put in operation as soon as a sufficient endowment should be secured for their immediate wants, and that the remaining schools should be established as soon as they could be sustained; and lastly, that a fund of \$250,000 should be raised as a basis for the further and complete endowment of the institution. His views were adopted by the board of trustees and he was authorized and empowered to proceed to the execution of his plans. This work was so far accomplished that on the 28th day of September, 1868, the college was reopened with the following faculty: Rev. Thomas Rambaut, president; R. B. Semple, professor of Latin and French; A. F. Fleet, professor of Greek and German; John F. Lanneau, professor of mathematics, and James R. Eaton, professor of natural sciences.

The catalogue for the year 1868-69 shows an attendance of 81 students, and contains, among other things, a brief outline of the methods pursued and course of instruction adopted in each school. The examinations, held twice a year, were of a very rigid character, and graduation was made to depend not at all on the time of attendance, but entirely upon the student's standing at these examinations taken in connection with his general class standing. At the semiannual examinations those students whose answers amounted to three-fourths the value of the questions were assigned to the first rank. A student who attained the first rank in all the subjects taught in any school *became a graduate* in that school. A graduate in the schools of Latin,

Greek, English and history, and mathematics, and who had also attained proficiency in natural sciences and moral philosophy, could receive the degree of bachelor of arts, and one who had graduated in all the schools except theology was entitled to the degree of master of arts.

There were, of course, no graduates during the first year or two after the reopening, but we have been somewhat minute in describing the system of examinations and mode of graduation, because, while the school system has in recent years been somewhat modified, the examination system has been practically the same during all the subsequent history of the college, and need not, therefore, be referred to again.

From the date of his appointment Dr. Rambaut was for several years actively engaged in prosecuting his agency, during which time he added largely to the endowment fund and restored to a considerable degree the library and scientific apparatus. In 1869 the total assets of the college, inclusive of the building and grounds, were reported to the general association as amounting to \$101,547. In 1870 the amount was \$200,502, of which \$25,000 was for the endowment of the president's chair and \$40,000 for the benefit of the theological school. In the prosecution of his work in the field Dr. Rambaut was fortunate in having the assistance of Prof. Norman Fox, who was appointed to the chair of English and history in 1869 and remained at the head of that department until his resignation in June, 1874.

At the meeting of the general association in Columbia in August, 1869, the endowment of the president's chair was proposed by the Rev. Adiel Sherwood, of St. Louis, and the entire amount was pledged in a few minutes. The school was then named "The Sherwood School of Philosophy," in his honor.

At the same meeting the school of theology was formally constituted and named "The Jeremiah Vardeman School of Theology," in honor of the moderator of the first meeting, of which mention was made in the beginning of this paper. No addition to the faculty was rendered necessary by the organization of the school of theology, the instruction in which was given by the president in conjunction with Professors Eaton, Fleet, and Fox. Nor was the school of theology so constituted as to be adapted only to young men who had already completed their literary course in college; but the course of instruction was so arranged that it could be pursued in connection with the usual college work, and certain portions of it which were adapted to the development of mental power were received by the faculty in lieu of proportionate parts of the literary course in the examinations for degrees. This plan, with some slight modifications suggested by experience, has been in continuous and, it is believed, successful operation to the present time.

It was not intended that the school of theology should supersede

the theological seminary, but rather that it should afford a thorough preparation for the subsequent seminary course on the part of those who might be able to avail themselves of the advantage of such a course; while on the other hand it would afford to many of our young men the only opportunities for theological education which they would ever have at their command. Accordingly, while many of the more than 300 ministerial students who have attended William Jewell College within the past twenty years have gone from its halls directly into their fields of labor, at the same time quite a number have attended one or other of the seminaries at Louisville, Ky., Rochester, N. Y., Newton, Mass., and elsewhere, and from both classes have come many of the most useful and highly honored ministers of the Baptist denomination in Missouri and other States of the Union.

To return to the history, the faculty remained during the sessions of 1869-70 and 1870-71 as during the previous year, except that in 1869 the Rev. Norman Fox was appointed to the chair of English and history, and in 1870 Joseph H. France, a graduate of the Columbian College, at Washington, D. C., was appointed tutor. The number of students in 1870-71 was 152, of whom 46 had the ministry in view. During the session of 1871-72 the Rev. William R. Rothwell was called to the chair of natural history, but as no endowment had been provided for that department, he was assigned to duty in the theological school, in which he has continued to labor ever since. At the same time the Rev. G. W. Hyde was appointed professor of homiletics, but never entered upon the work of instruction, and resigned in 1874, having been in the meanwhile engaged in agency work for the college.

During these years the trustees and all the friends of the college were in a most hopeful frame of mind in regard to the institution, the number of students was steadily increasing from session to session, the endowment was growing, frequent accessions were being made to the library and apparatus, and the college seemed to be at the noontide of prosperity. But the shadows were preparing to fall again. The president, utterly broken in health by the almost superhuman efforts he had been making to reconstruct and advance the interests of the college, was compelled to relinquish his labors and take refuge in Europe, where he remained during the greater part of the years 1872 and 1873, and returned to Liberty in the spring of 1874, only to present his resignation to the trustees.

In 1872 the financial whirlwind which enveloped the entire country a year later began to make its mutterings heard in Missouri, and as a consequence of this the number of students decreased during the session of 1872-73 to 109, of whom 54 were ministerial, and the trustees again found it impossible to realize from their endowment (which consisted mainly of unsecured individual notes, pledges, and legacies, with but little in the way of secure investments) a sufficient sum to

meet the current expenses of the college. In June, 1873, Professors Fleet and Lanneau resigned their positions, after five years of most valuable service to the college and to the cause of education in Missouri; and Professor Fox, who was desirous of visiting Europe, while nominally retaining his connection with the institution, generously relinquished his salary.

### HISTORY—PART III.

At the meeting of the trustees in June, 1873, Prof. William R. Rothwell was appointed chairman of the faculty, and later in the summer Prof. James G. Clark, of Virginia, was called to the chair of mathematics. At the same time, in recognition of a felt want and absolute necessity, the preparatory department was reconstructed and the Rev. A. J. Emerson, of North Carolina, was appointed principal. The gentlemen above named, together with Professors Eaton and Semple, of the old faculty, constituted the faculty for several years from 1873, being aided from year to year by one or more tutors chosen from the advanced classes of the college. In the very beginning of their association the new faculty, Rothwell, Eaton, Emerson, Semple, and Clark, determined that under no circumstances would they willingly consent to the suspension of the college and agreed that they would accept as remuneration for their services whatever sums might be justified from year to year by the income of the college. The number of students, which had fallen to 109 in 1872-73, gradually increased, with occasional fluctuations, until in 1877-78 it reached 185.

The Baptists of the United States, encouraged by the marked success which had attended the so-called semicentennial effort made by their Virginia brethren in 1873 in adding largely to the endowment of Richmond College, determined to profit by the approaching Centennial of American Independence, in order to kindle enthusiasm upon the subject of education, and, if possible, complete the endowment of all their educational institutions throughout the country. For the purpose of putting themselves in line with this movement the general association of Missouri, at their meeting in 1875, appointed a "Centennial committee," with the Rev. Dr. W. Pope Yeaman as chairman, for the purpose of organizing and prosecuting the work in this State, with special reference to the endowment of William Jewell College, and the board of trustees elected Dr. Yeaman to the new office of chancellor, which combined in one all the duties and responsibilities of a nonresident presiding officer with those of general financial manager. Dr. Yeaman held this office about two years, during which time he succeeded in securing in notes and cash an addition to the endowment of \$22,000.

Dr. Yeaman resigned in July, 1877, and the office of chancellor was abolished by the trustees. In October of the same year the trustees



appointed as their financial agent Lewis B. Ely, esq., of Carrollton, Mo., who had been for many years a member of the board and one of the committee on finance. Mr. Ely entered at once upon the duties of his office, bringing to bear upon them all the wisdom and capacity which he had acquired in a long, highly prosperous, and successful business career. His first step was to ascertain exactly the financial situation of the college, and the result of his investigation is embraced in a report of the finance committee made October 26, 1877. According to this report the total assets of the college, which had been reported at \$210,000 in 1871, now amounted to only \$183,739, and from this sum must be deducted worthless assets to the value of \$69,792, leaving only \$114,000 which could be considered good from a business point of view. In this last sum was included the value of the college building, grounds, library, and apparatus, estimated at \$50,000, which was by no means excessive, and lands valued at \$14,000, but yielding no returns to the college. The actual income-yielding endowment was thus reduced to the small sum of \$50,000. From the report from which these figures are derived we make the following quotation:

The worthless assets above referred to were rendered so by no fault of the board of trustees of the college, the great bulk of said notes being for the original endowment of the college and lost by the results of the war, and the various financial embarrassments of the country and the donors.

If the work of Dr. Rambaut, on his accession to the presidency of the college, was chiefly in the direction of reconstruction and reorganization, that of Mr. Ely was of the same nature in the financial department, and proved, if possible, even more arduous. He placed before himself the task of building up and making secure the financial foundations of the institution, and to the accomplishment of this task he has given himself and all his energies from the date of his acceptance of the responsibility to the present time. Having cleared away all the rubbish and encumbrances, he first entered into a solemn covenant with the faculty to the effect that they would never permit the creation of a debt for the purpose of paying their salaries, and then undertook to raise from the Baptists of the State the sum of \$20,000 as a contingent fund, which it was supposed would, together with the receipts from tuition fees and the endowment, be sufficient to meet all expenses for a period of five years.

In the prosecution of this work, which was entirely successful, Mr. Ely traveled many thousand miles, visited almost every Baptist Association in the State during this period of five years, and made an untold number of addresses. The result of all of this labor was not only to secure the money which he desired to raise for the immediate necessities of the institution, but to cause the college to be better known throughout the denomination in the State, to add largely to the endowment, and to secure the erection of another large building on the campus, at a cost of \$10,000, for use as a dormitory and board-

ing hall. In 1883 the finance committee was enabled to report a second endowment fund of about \$125,000, all expenses met without the addition of a dollar of debt, and a new building which had then been in use about two years, and to which the name "Ely hall" had been given in honor of Mr. Ely. In addition to the foregoing result of Mr. Ely's labors, the finance committee reported, in the month of March, 1889, a further sum of \$50,000, secured by the efforts of the same indefatigable worker, thus making the productive endowments at that time, in round numbers, \$175,000.

As has been already remarked, Prof. William R. Rothwell was appointed, in June, 1873, to the office of chairman of the faculty, and was invested, during the absence of the president, "with such governmental authority and control as are usually exercised by presidents of first-class colleges." Upon the resignation of Dr. Rambaut as president, the trustees considered that, in view of their straitened financial condition, it would be impolitic to elect a successor, and continued Professor Rothwell as chairman from year to year until June, 1883, when, in consequence of ill health, he relinquished the office, which from that time to the present has been held by the writer of this paper.

For some years after the withdrawal of President Rambaut and Professors Fleet and Fox, their duties in the recitation rooms were divided among the remaining professors, upon each of whom was thus imposed at least double the amount of work originally contemplated. For the purpose of relieving to some extent the pressure upon the faculty, Mr. C. A. Buchanan, a graduate of 1882, was in that year appointed adjunct professor and placed in charge of the department of English and history, the duties of which position he discharged during the two sessions immediately subsequent.

In the summer of 1884 Prof. A. J. Emerson was transferred from the preparatory department to that of English and history, and Prof. R. P. Rider, formerly president of Stephens College, at Columbia, was elected principal of the preparatory department. In 1885 the trustees, desiring to extend the facilities of this department, appointed Mr. John M. Manly, A. M., of South Carolina, assistant to the principal, in which position he labored very successfully during the three following years, resigning for the purpose of attending a post-graduate course of instruction in English at Harvard University. In 1887 Mr. Y. P. Rothwell, A. M., was appointed tutor, and in 1888 Mr. J. W. Million was appointed to a similar position. Those gentlemen continued in the service of the college until June, 1891, when both tendered their resignations, the former to continue his studies at Berlin and the latter at the Johns Hopkins University, in Baltimore.

In July, 1890, Prof. A. J. Emerson, resigned the chair of English and history for the purpose of taking charge of Howard Payne College, a new institution at Brownwood, Tex., to the presidency of which he had recently been elected. During the first term of the

session of 1890-91 this chair was vacant, and its duties were assumed for the time being by other members of the faculty. In December, 1890, the trustees, after due consideration, decided that circumstances were favorable for the enlargement of this department, and accordingly established a new chair of history and political science, which was filled by the appointment of Dr. Charles Lee Smith, a graduate of and an instructor in the Johns Hopkins University, who entered upon his duties in January, 1891. Prof. J. H. Simmons, A. M., of Carson and Newman College, Tennessee, was appointed to the chair of the English language and literature and accepted to enter upon his duties in September, 1891.

In June, 1891, the work of the preparatory department was enlarged so as to include a teachers' course, embracing all subjects involved in the examinations given to applicants for positions in the public schools of the State, and a commercial course, including thorough instruction in bookkeeping, stenography, typewriting, and other kindred subjects; and, in view of these enlargements, the designation of the school was changed from "preparatory" to "academic," and it will hereafter be known as the "academic department of William Jewell College."

In 1885 a very decided change took place in the working plan of the college. Ever since the reorganization of the college after the war the plan of the University of Virginia had been closely followed, in virtue of which each student was at liberty to select his own course of study and to graduate from each school whenever upon examination he could show a sufficient mastery of the subjects taught therein. Experience had shown that this plan, while eminently suited to a few, was not well adapted to a majority of our students, who knew neither what course of study to select nor the proper order in which that course should be pursued. Accordingly, the following plan was constructed by the faculty with the approval and consent of the trustees, which was thought to be better suited to our conditions, and it was put into operation at the beginning of the session of 1885-86. The studies of the preparatory department were arranged in three well-graded classes, the completion of the entire course of study in which would entitle the student to admission to the college.

The college course for the degree of bachelor of arts was arranged in four classes, entitled freshman, sophomore, junior, and senior, with certain elective studies in the junior and senior years. A student of any class whose average grades on all the studies of that class should be at least 75 per cent of the possible maximum and whose grade in any one study should not fall below 60 per cent, would be entitled to promotion to the next higher class, with the degree of A. B. at the end of the senior year. A student who had passed through the entire course of study, including both required and electives, with a minimum grade of 75 per cent at each separate exami-

nation from beginning to end of the course, would be entitled to the degree of master of arts. Under ordinary circumstances the course for this degree would require one year of study additional to that required for the inferior degree.

In order to accommodate the large number of students who for various reasons could not pursue the regular course for a degree it was provided that such students could pursue a special elective course of such classes as they might be qualified to attend, and that any student who had satisfactorily completed the course of study in any department might receive a certificate to that effect signed by the professor in charge of that department and the secretary of the faculty.

In June, 1891, this plan was further modified so as to present 4 well-arranged groups of study, leading to the degree of A. B., and every candidate for this degree is required to select one or other of these groups. The work of all the groups is the same in the basic studies of English, Latin, history, and mathematics. In the classical group the higher classes of Latin and the entire course of Greek are required studies; in the modern-language group the entire courses of French and German are required; in the mathematical group all the courses of mathematics and in the scientific group all the courses of natural science are required. In each group the required or specified work amounts to about five-sixths of the entire amount necessary for a degree, the remaining one-sixth being taken from the list of studies not specified in that group. By this arrangement every student will be well grounded in those studies which are everywhere considered as essential to a liberal education, while he will, at the same time, have the privilege of pursuing his own bent or individual tastes as to those subjects concerning which there is more or less difference of opinion.

Under the old system there were, from 1868 to 1885, the following numbers of graduates from the separate schools: Latin, 50; Greek, 34; mathematics, 32; moral philosophy, 57; English and history, 134; modern languages, 30, with quite an additional number in one language only; natural science, 27; theology, 27. Prior to the war there were 19 graduates with the degree of A. B., and after the war the degree was conferred upon 2 antebellum students who had for some unknown reason failed to take their diplomas. From 1868 to 1885, inclusive, there were 29 graduates with the degree of A. B. and 14 with the degree of A. M. Since 1885 the number of graduates has been 45 with A. B. and 7 with A. M.

#### BIOGRAPHICAL.

No notice of the college would be complete without some reference to the lives of those who founded it and have assisted in its upbuilding and development. Of the many whose labors in behalf of the

institution would entitle their names to a place in this connection we have space for but the following:

WILLIAM JEWELL, M. D.

Dr. Jewell was a native of Virginia, having been born in Loudoun County on the 1st day of January, 1789. In the year 1800 the family left Virginia and settled in Gallatin County, Ky. After completing his academic studies he commenced the study of medicine, and in due course of time graduated with the degree of M. D. in the Transylvania University. In 1820 the Doctor came to Missouri, and after residing for ten years in the town of Old Franklin, settled permanently in Columbia, where he united with the Bonne Femme Baptist Church.

As a practitioner of medicine he soon rose to eminence in his profession, and as a citizen he stood in the first rank of useful and enterprising men. He was one of the earlist friends of the State University and contributed largely, through personal influence and pecuniary aid, toward the location of that institution at Columbia. He was often a member of the general assembly of the State from Boone County, and faithfully represented all the interests of his constituents.

As a Christian he was earnest and practical, a diligent student of the Bible, a faithful and helpful attendant upon all the services of his church, abounding in good works, a cheerful contributor toward all the religious enterprises of his denomination. His part in the founding of the institution which bears his name has been mentioned in previous pages of this sketch, and to the building of the edifice it may be literally and truly said that he gave his life. As commissioner to superintend the erection of the edifice he was unduly exposed to the violent heats of the summer of 1852, and as a consequence of that exposure contracted the disease from which he died in Liberty, August 7, 1852.

REV. JEREMIAH VARDEMAN.

Rev. Jeremiah Vardeman, after whom the school of theology in William Jewell College is called, and the moderator of the meeting in 1834 which originated the Missouri Baptist General Association, was born in Kentucky in 1775. In 1808 he was ordained to the ministry, and between that date and 1830 served as pastor of quite a number of churches, among the most important of which were those at Bardstown, Lexington, and Louisville, Ky., and Nashville, Tenn. He came to Missouri in 1830 and assisted in organizing the Baptist Church at Palmyra. It is said that during his active service in the ministry he baptized more than 8,000 persons. He died in 1842.

REV. E. S. DULIN, D. D., LL. D.

Dr. Dulin was born in Fairfax County, Va., January 18, 1821. He graduated at Richmond College, and having adopted teaching as a

profession, began his career as professor in Hollins Institute, a celebrated female school in Botetourt County, Va. He was ordained to the ministry in 1848, and came to Missouri the following year, settling in the town of Lexington as pastor of the church there.

In 1850 he was chosen by the trustees of William Jewell College to organize that institution, at the head of which he remained two years as principal from 1852, until increasing deafness compelled him to retire. He was chiefly engaged in the work of female education, having been in charge of the well-known female colleges at Lexington, Columbia, and St. Joseph. During these long years he was a witness of and participator in many of the fortunes which have marked the history of William Jewell, and in his latter years doubtless enjoyed a pleasant satisfaction in contemplating the advances it has made since the day when he called together its first classes in the basement rooms of the old Baptist Church at Liberty.

For some time previous to his death he resided on a ranch in western Kansas. In the fall of 1890 he came to Westport, Mo., to spend the winter with one of his old friends, but was overcome by failing health, and on the 9th of January, 1891, passed peacefully away.

Dr. Dulin was in many respects a remarkable man. To native force of character—which enabled him in youth to overcome the ills of adversity, and in later life made him a man of mark in every community where he lived—he added the grace of the orator and the polish of extensive classical culture. As an educator, a sufficient evidence of his ability is the fact that the name of “Uncle Dulin” is to-day held in grateful remembrance by the hundreds of prominent men and women of western and central Missouri upon whose minds and hearts he left the impress of his own brilliant intellect and noble character. As a preacher he was earnest and faithful, ever ready to spend and be spent in the service of his Master. The greater part of his life was spent in the schoolroom or in the management of educational institutions.

REV. ROBERT S. THOMAS, D. D.

Dr. Thomas, the first actual president of the college, was born in Scott County, Ky., June 20, 1805. His father, who was treasurer of that State for a number of years, had been at an earlier period of his life in affluent circumstances, but while Robert was yet a mere boy his fortune became diminished to such an extent that he found it impossible to confer upon his son the advantages of a collegiate education. Thrown thus early in life upon his own resources, the young man, possessed with an unquenchable thirst for knowledge, determined to acquire an education by his own efforts. He supported himself by writing in a clerk's office in Frankfort, Ky., during the day, and at night attended a classical school, where he made such progress that he was soon able to enter the College of Arts of the

Transylvania University, from which he graduated at the early age of 18. He afterwards obtained a diploma from Yale College.

Coming to Missouri about the year 1824 he was ordained to the ministry, and served various churches in Boone and Callaway counties. During his residence at Columbia he was for some time professor in Columbia College, and upon the establishment of the State University was appointed professor of languages and moral science in that institution, which position he filled with credit until 1853, when he resigned to accept the presidency of William Jewell College.

In 1855 the trustees were compelled, on account of financial difficulties, to suspend the operations of the college, and Dr. Thomas having resigned the presidency moved to Kansas City, where he was instrumental in constituting the First Baptist Church of that city. He continued the successful and beloved pastor of that church until his death, which occurred in Fulton, Mo., June 18, 1859.

WILLIAM THOMPSON, LL. D.

William Thompson, the second president of William Jewell College, was a native of Scotland, and was born about 1820. At the age of 16 he came to the United States with his parents, who settled near Washington City and placed him in one of the literary institutions of that place. Arriving at the age of 21, he returned to his native land and entered the University of Edinburgh, where he devoted himself with wonderful assiduity to his studies and graduated at the age of 25. Returning to the United States, he began the study of law and, having been admitted to the bar, was soon engaged in a lucrative practice in the State of Illinois. While engaged in the study of his chosen profession, he had felt but failed to heed the most solemn conviction that it was his duty to preach the gospel. Soon after his removal to Illinois, he met with a severe accident while traveling in a stage coach, and upon his recovery from the effects of this accident immediately and solemnly turned his attention to the ministry. He preached for several years in Illinois without any marked success, and determined to move farther West.

On his way from Illinois to southwestern Iowa, where he expected to locate, he stopped one evening at the house of a Mr. Hawkins, in Boone County, Mo. The next morning Mr. Hawkins, learning that the stranger was a Baptist minister, invited him to remain and preach in the evening at his house. Thompson consented; and so astonished were his hearers at the extraordinary powers of the man, that they urged him to remain and continue to preach from night to night for them. He yielded. A revival was inaugurated; a church was organized; Thompson became its pastor, serving in that capacity for some years and marrying a lady of the neighborhood. He afterwards became pastor of the church at Fayette, in Howard County, and while there

his acquaintance and reputation became so rapidly and widely extended, that his services as a preacher were in constant demand. It is said that for several years at this period of his life he preached more than 400 sermons annually.

Under the pressure of such excessive labors his health began to decline, and he relinquished the pastorate to accept the presidency of Mount Pleasant College, at Huntsville, Randolph County. Here he remained two years, until 1857, when he was called to the presidency of William Jewell. This position he occupied with much distinction until the breaking out of the war in 1861.

The college having again suspended, Dr. Thompson found it impossible to gain a support by preaching in the then unsettled state of the country, and resumed the practice of law, in which business he remained about two years. In 1863 he became president of an institution at Sidney, Iowa, where he continued until his death, from typhoid pneumonia, in the winter of 1865.

There are hundreds of his brethren in this State who love to dwell upon the memory of William Thompson and have not yet ceased to mourn his early death. "He was a brilliant conversationalist, a courtly gentleman, literally without ambition, loved to preach, and had he been able to exist in a city his fame would have crossed seas and continents."

REV. THOMAS RAMBAUT, D. D., LL. D.

The services of this distinguished minister and educator as president of William Jewell College have been considered in their proper connection in the history of this institution.

Dr. Rambaut was a native of the Emerald Isle, and a graduate of Trinity College, Dublin, the city of his birth. After his graduation he came to the United States and located in Savannah, Ga., intending to devote himself to the law. But, like so many others who have begun with the law, he soon became impressed with the solemn conviction that it was his duty to preach the gospel. From the time of his ordination to his acceptance of the presidency of William Jewell he was pastor of a number of churches in South Carolina and Georgia, achieving a wide reputation as a consummate orator and powerful preacher. After a term of service as president of Cherokee Baptist College he became professor in the Georgia Military Institute at Marietta, with which institution he was connected at the breaking out of the war between the States.

From 1867 to 1874 he was president of William Jewell College. After his resignation from this institution he went East, and served as pastor of churches in Brooklyn, N. Y.; Newark, N. J.; Albany, N. Y., and elsewhere. The closing years of his life were spent quietly in Hamilton, N. Y., where he died October 15, 1890.



REV. WILLIAM R. ROTHWELL, D. D.

The subject of this sketch was born in Garrard County, Ky., but came with his parents to Missouri while yet in infancy. He graduated from the University of Missouri in 1854, and from 1854 to 1856 was principal of Elm Ridge Academy. From 1856 to 1857 he was president of the Baptist Female (now Stephens) College at Columbia, which position he resigned to take charge of Mount Pleasant College at Huntsville, as successor to the Rev. Dr. Thompson. In 1861 he was ordained to the gospel ministry.

For the year 1871-72 he was corresponding secretary of the General Association of Missouri, and in the latter year was called to a professorship in William Jewell College. In 1873 he was made chairman of the faculty of that institution, which position he was compelled by ill health to relinquish in 1883. Since his connection with the college he has had charge of the Jeremiah Vardeman school of theology, and also of the chair of moral philosophy, in both of which departments he has rendered exceedingly valuable service. As professor of theology he has had under his immediate tuition and training more than 300 ministerial students, and as president and treasurer of the board of ministerial education has been not only the instructor but also the friend and adviser of these young men, many of whom are among the most valued and useful pastors in our churches to-day.

The degree of doctor of divinity was conferred upon him by his alma mater in 1874.

LEWIS B. ELY.

Mr. Ely was born in Frankfort, Ky., in 1825, and when 13 years of age came with his father's family to Missouri. He united with the Baptist church at Carrollton in 1841, and has ever since been a member of that church. As a merchant, Mr. Ely's career has been a most prosperous and successful one. As a Christian, the rule of his life has been the law of love as expressed in the Sermon on the Mount. As a worker in every good cause, he is ever ready and willing, and as a director of religious enterprises he has won the confidence, love, and esteem of all his brethren. As a trustee of William Jewell College for many years, he has been ever alive to the interests of the institution, and as its financial agent the present improved condition of its finances is due almost exclusively to his exertions. Should his life and health be spared, there is little doubt that he will succeed in placing this college far on the road toward the position he desires it to occupy as a leading Baptist educational institution in the West.

#### THE COLLEGE TO-DAY.

The faculty of the college is at present (June, 1891), constituted as follows:

Rev. William R. Rothwell, D. D., professor of moral philosophy *and theology.*



ELY HALL. WILLIAM JEWELL COLLEGE.



Robert B. Semple, A. M., professor of ancient languages.

J. H. Simmons, A. M., professor of English language and literature.

Ch. Lee Smith, Ph. D., professor of history and political science.

James R. Eaton, A. M., Ph. D., professor of natural science.

James G. Clark, LL. D., professor of mathematics and chairman of the faculty.

R. P. Rider, principal of the academic department.

John R. Gibbs and Harry Jennett, assistants in the academic department.

The number of students in attendance during the session of 1890-91 was 265, of whom 117 were in the college, 148 in the academic department, and 90 in the school of theology.

The academic department, in its three years' course, affords a very thorough preparation for the freshman class, in addition to which it embraces a business course and another course for teachers.

The laws of the college provide that every applicant for admission shall first be examined upon English grammar, composition, spelling, geography, United States history, and arithmetic. If found deficient in any of these branches he shall be required to pursue them in the academic department until the deficiency is removed.

Applicants for admission to the freshman class are examined upon all the preparatory studies of the course they wish to enter, and candidates for advanced standing are examined upon all previous studies of the class to which they seek admittance.

The following scheme exhibits the course of study in the collegiate department, the figures inclosed in parentheses indicating the number of hours per week.

#### I. STUDIES COMMON TO ALL THE GROUPS.

##### FRESHMAN CLASS.

English (3)—Rhetoric and composition.

Latin (3)—Cicero, Virgil, prose composition.

Mathematics (5)—Higher algebra, plane geometry, plane trigonometry.

##### SOPHOMORE CLASS.

English (3)—Anglo-Saxon, early and middle English, history of English language.

Latin (3)—Cicero, Horace, prose composition.

History (3)—Ancient history.

Natural science (3)—Physics.

##### JUNIOR CLASS.

English (3)—English and American literature.

History (3)—Mediæval and modern history.

Philosophy (3)—Psychology, logic.

## SENIOR CLASS.

History (2)—English and American history.

Political science (3)—General study of political economy.

Natural science (2)—Geology.

Philosophy (3)—Moral philosophy.

## II. GROUP SPECIALTIES.

In addition to the subjects embraced in the foregoing scheme, the students who select Group A are required to pursue the study of Latin in the junior year and Greek during the freshman, sophomore, and junior years. Those who select Group B take two years of French and two of German. Those who select Group C take the mathematics of the sophomore, junior, and senior years, the latter embracing the subject of mechanics and astronomy. Lastly, students selecting Group D take the junior and senior classes of chemistry in addition to the studies required of all candidates for a degree.

## III. OPTIONALS.

The subjects indicated under Subdivisions I and II embrace only about five-sixths of the work required for a degree. The remaining studies of each group can be selected by the student from the number of those which are not specified as pertaining to that group, and are therefore called optionals. Thus, for example, in Group A the optionals are French, German, mathematics of the last three years, junior English (course 2), senior English, chemistry, political science (course 2), Hebrew, and theology. In Group C the optionals are junior Latin, Greek, French, German, English, political science, Hebrew, and theology as above.

Every candidate for the degree of A. B. is required to select from the list of optionals a sufficient number of studies to bring his work up to an average of 15 recitations per week for each year of his course of four years.

The theological department is so arranged that its studies may be pursued in connection with the literary and scientific courses outlined in the preceding section.

The following is the course of study in the school of theology:

First year—Historical study of the Bible.

Second year—Sacred geography and Biblical antiquities.

Third year—Evidences of revealed religion; introduction to the books of the Old and New Testaments.

Fourth year—Systematic theology and church order.

Fifth year—Homiletics and church history.

Sixth year—The Hebrew language.





WILLIAM JEWELL COLLEGE. ON THE HILL EAST OF LIBERTY

## LIBRARY, APPARATUS, ETC.

The college library is comparatively small but contains many rare and choice works, while the number of volumes is slowly increasing from year to year. Each student pays a small library fee every term, the proceeds of which are devoted exclusively to the care and purchase of books. The students have free access to the library at certain hours every day of the week except Sunday. The number of bound volumes is at present about 6,000, and there is a large collection of unbound pamphlets, many of which are valuable.

The department of natural science is fairly well supplied with illustrative apparatus. In chemistry there is a small laboratory well stocked with the necessary chemicals and apparatus, and in physics the apparatus, while not so extensive as is desirable, is of a very superior character. In geology the stock of specimens, supplemented by the private cabinet of Professor Eaton, is abundant for all purposes of illustration.

The department of mathematics is supplied with an excellent transit theodolite, solar compass with attached telescope, Miness's compass, sextant, and an astronomical telescope of 4 inches aperture mounted equatorially.

Two of the pressing needs of the college are the enlargement of the library and the expansion of its scientific department, both of which it is hoped that the increase of endowment will enable the trustees soon to supply.

Among the most valuable adjuncts to the college are the students' literary societies, of which there are two, the Philomathic and the Excelsior. These societies have elegantly furnished halls in the main building, in the care and adornment of which their members have always manifested a pardonable pride. The meetings are held each Friday night during the session, and are conducted with the utmost decorum and in strict parliamentary style. The exercises consist usually of debates, declamations, orations, readings, and music, and every exercise is followed by a criticism from the members appointed for that purpose. It is believed that the educational influence of these societies is fully equal to that of the regular collegiate work.

Annual exhibitions are given in connection with the commencement exercises at the close of the session. In addition to the societies above mentioned there are the evangelical society, composed exclusively of ministerial students; a society of missionary inquiry, and a branch of the Young Men's Christian Association, all of which are highly useful in their several spheres of operation.

Student life at William Jewell College is doubtless as agreeable as such life can be. There is the utmost freedom of intercourse between the professors and their pupils; every student is considered to be and is treated as a gentleman, and the discipline of the school is founded



strictly upon the law of love. Every effort is made to impress upon the minds of the students a high sense of their moral obligations and responsibilities, and while there are certain necessary requirements to which all are expected to conform, yet the constant endeavor is made to persuade them to right conduct from the standpoint of principle, rather than to secure right conduct by enforced obedience to specific rules.

The college was founded by Christian men, and dedicated to the glory of God. It has always been, is now, and desires to be known hereafter as a Christian institution. It holds that "knowledge is power," but believes that it may be a power for evil as well as for good. It therefore holds that, while learning should never be dethroned from the exalted position it most justly occupies in the hearts of all its advocates, the crowning glory of a man is not the possession of a highly developed intellect, stocked with all the learning of the ages, but the possession of a genuine, earnest Christian character; and to the establishment of such a character in its pupils its highest efforts and its prayers will ever be directed.

The preceding pages have brought the history of William Jewell College down to the close of the academic year 1890-91. In May, 1891, the National Baptist Education Society made a subscription of \$10,000 to the endowment, conditioned upon the raising of an additional amount of \$30,000 before the 1st day of May, 1892. The financial agent, Mr. L. B. Ely, addressed himself with his usual vigor and promptitude to the raising of this additional sum, and when the 1st day of May arrived he was enabled to report the entire success of the undertaking, so that the productive funds of the institution now stand at \$40,000 more than the amount stated on a previous page, or about \$220,000 in all.

At the meeting of the board of trustees, held in connection with the closing exercises in June, 1892, it was determined to erect an additional building on the college campus, in order to provide better accommodations for the library and for other purposes. This building will be known as "Wornall Hall," in memory of the late Hon. John B. Wornall, who died at his home in Westport, Mo., in March, 1892, having been for many years a warm friend and benefactor of the college, and since 1867 the president of its board of trustees.

At the same meeting of the board, action was taken in a matter which had long been under consideration in that body, and which had for many years been regarded as a grand desideratum by all the friends of the institution. It has already been mentioned that when Dr. Rambaut resigned the presidency of the college in 1874 the board could not see the way clear to the election of a successor to that distinguished gentleman. The administration of the internal affairs of the college was therefore placed directly in the hands of the faculty, with one of their number as chairman, and this state of affairs has

continued until the present time. But this arrangement has always been regarded as merely temporary, and during the long interval the question of the presidency has never been lost sight of. It is with sincere pleasure, therefore, that the present writer (who for the past nine years has held the office of chairman) announces that the Rev. J. P. Greene, D. D., has been elected to and has accepted the responsible position of president of William Jewell College, and will enter upon his duties immediately.

Dr. Greene is a native of Missouri, a graduate of Lagrange College, located at Lagrange, Mo., and of the Southern Baptist Theological Seminary at Louisville, Ky. He was for some time a student in the University of Leipsic, is a ripe scholar, a profound and vigorous thinker and a magnetic preacher. For a number of years he has been pastor of the Third Baptist Church of St. Louis, Mo. We confidently believe that if life and health and strength should be continued to him, the college will advance under his administration to the high degree of prosperity and usefulness which its friends hope to see it attain.

[STATISTICAL NOTE, 1898: President, John P. Greene, D. D., LL.D.; number of professors, 18; number of students, 331; number of scholarships, 20; volumes in library, 9,000; value of apparatus and library, \$8,000; value of grounds and buildings, \$100,000; amount of productive funds, \$205,000; total annual income, \$24,000; benefactions during the year, \$10,000.—(Report Commissioner Education, 1896-97.)]



## Chapter IV.

### WESTMINSTER COLLEGE,\*

FULTON, MO.

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By W. R. DOBYNS.

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The Presbyterian Church has ever been Biblical in theology, conservative in science and philosophy, and aggressive in education. The friend of progress, she has ever been a leader in the cause of letters. At the laying of the corner stone of Westminster College it was stated that two-thirds of the colleges in the land were directly or indirectly under the control of the Presbyterian Church. True to their principles, this body no sooner found a foothold in Missouri than they began to make preparations for academic and scholastic instruction. To this end, before the division between the old and new school, a magnificent site was selected in northeast Missouri. Upon this was located old Marion College. Though almost overlooking the Father of Waters, and commanding the sight of three States; though there were at various times in its halls such men as Nelson and Potts; yet, for want of an adequate endowment, this effort proved unsuccessful.

The next move to establish a synodical college began in the Presbytery of Missouri, then one of the five presbyteries into which the synod was divided. At a meeting on September 29, 1849, the following resolution was adopted by that body:

*Resolved*, That the moderator appoint a committee of three to inquire into the utility and necessity of memorializing the Synod of Missouri at its next annual meeting upon the necessity of establishing within its bounds an institution of learning to be under the care of synod.

The first name upon the committee may suggest the author of it. Revs. W. W. Robertson and W. G. Bell and Elder P. B. Reed were appointed. All down the history of our college, till the death of the Elder, there was no action looking to the interests of the higher education of Presbyterian sons and daughters in which two of these first movers did not participate. At the next meeting of presbytery, April 4, 1850, this committee made a report and was continued. With a persistence which showed their deep interest the matter was brought

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\* See statistical note, 1898, p. 164.

before the synod at its sessions in 1849, 1850, and 1851. The synod convened at Potosi October 16, 1851, and the following resolution was adopted:

Whereas the interests of religion and the wants of the church imperiously demand that there should be established at some eligible point within our bounds a literary institution of high order, to be in the interests of the Presbyterian Church, subject to its control, and favored with its patronage and supervision; and

Whereas the indications of Providence suggest that the time has come to set about the work: Therefore,

(1) *Resolved*, That we rise up and build.

(2) *Resolved*, That the following committee, ————, be, and they are hereby, appointed commissioners, and empowered to select and recommend a suitable site or sites, and report to the next meeting of the synod.

Synod met at Fulton, October, 1852. St. Charles, Richmond, Boonville, and Fulton were placed in nomination to compete for the location. During an animated discussion, that continued through the greater part of two days, Preston B. Reed entered as the advocate for Fulton. In an address of much power he tendered in her behalf \$15,391 in cash, 18 acres of land, with improvements upon it, including the building of Fulton College, all valued at \$5,000, and a pledge of \$20,000 more in scholarships.

The vote was afterwards taken, with the following result: For Fulton, 32; for Richmond, 18; for Boonville, 3; and for St. Charles, 3. This solemn action of a great court, transacting business of immense importance to all its future interests, was closed with prayer for the Divine benediction.

The name of Westminster, ever dear to the Calvinistic faith, was suggested by Rev. H. P. Goodrich, D. D. Eighteen trustees were elected and directed to obtain a charter. This was urged forward with all haste, and on the 23d of February, 1853, this child of the church became a chartered institution. The charter members held their first meeting March 18, 1853, and elected Dr. Alfred A. Ryley president, which office he held till his death. At a meeting of the board on the 19th of March of this year, William Van Doren was unanimously elected the first professor, and it was appointed that the first session of the college should begin on the first Monday in May, 1853, and continue twenty-one weeks.

In the midst of this session, on the 4th of July, auspicious as the birthday not only of liberty from thralldom, but likewise of liberty of thought, which, in its best sense, the college was intended to foster, was laid the corner stone. Dr. N. L. Rice was the chosen orator of the day. His theme was in harmony with the associations clustering around the day and the occasion—"The three great interests of man: Christianity, education, and liberty." The close of the address was in this splendid thought: "Christianity and education are the two great pillars which must support the temple of liberty."

In that corner stone was placed the Bible, the Confession of Faith, *a copy of the action of the synod in locating the college, and the record*

of the first meeting of the board and its organization. As Dr. Ryley deposited the Word of God in its resting place, he said: "I, in the name of the board of trustees of Westminster College, deposit in the corner stone of this building the Bible, the great corner stone and foundation of all truth; the basis of all knowledge, intellectual and moral." With solemn and imposing ceremonies the Free Masons placed the stone.

Thus was laid, amid rejoicing and hope, the foundation of an institution upon whose altar would burn through generations the fire of immutable trust, imperishable liberty, and indestructible religion.

The building was carried rapidly to completion, at a cost of \$15,000. In February, 1854, the classes were transferred from the frame building, still standing upon the summit of the campus, to the new edifice, thus merging Fulton College into Westminster.

The next important step to be taken was the election of a president and additional professors, into whose hands the instruction and government might safely be placed. Much of the success of this new enterprise would evidently depend upon a wise choice of a presiding officer. At a meeting of the board in Liberty, 1853, Dr. N. L. Rice was elected president. He had recently come into the bounds of the synod as pastor of the Second Presbyterian Church, in St. Louis. He was in the prime of life, with a wide reputation won by his masterly debates. While recognizing the importance of the position, his vital interests in the city led him to decline.

At a called meeting of the board, February 23, 1854, Rev. W. L. Breckinridge, D. D., pastor of the First Presbyterian Church, Louisville, Ky., was unanimously elected president. At the same time two more professors were elected—Thomas D. Baird, of Baltimore, professor of mathematics, and Rev. S. S. Laws, pastor of the church at Lexington, Mo., professor of physical sciences. The call of Dr. Breckinridge was put into his hands and was prosecuted before his presidency. This body, after careful consideration of the whole case, decided against his acceptance, and thus again the institution was left without a president.

At a meeting of the board in October of this year, at Boonville, the first curriculum was presented and approved, and W. L. Baird was elected the fourth professor.

The first catalogue was issued for the year 1853-54. It shows three professors: William Van Doren, S. S. Laws, Thomas D. Baird; and one tutor, James G. Smith, and 114 students. The first annual commencement was held in June, 1855, and the degree of bachelor of arts was conferred upon Mr. James G. Smith. It is worthy of record that the first representative of our college went forth into the ranks of the ministry, not, indeed, in our own, but in a sister church, where he proved a noble representative of that unsectarian Christian culture he had received.

At this commencement again came up the question of electing a

president. After special prayer for divine guidance, the vote was taken, and Rev. S. S. Laws was unanimously elected. He did not at once accept, but requested time for deliberation. Professor Baird resigned, and the college was left with but two professors. During the summer the services of three others were engaged: Mr. I. M. Hughes, as principal of the preparatory department; Mr. T. P. Barbour, assistant; and Mr. M. M. Fisher, whose name, in varied relations, is linked with the history of Westminster for over twenty years.

When the term opened in the fall of 1855, there were five professors on the ground. In the meantime occurred an event, seemingly of small import, but eventually of great importance in the history of the institution. During the summer, as financial agent, Rev. W. W. Robertson visited Clark County. There he met Dr. A. Wayland, who had but recently lost a beloved son, to whose memory he wished to show a tribute of parental affection. He was planning to erect a church at considerable expense, deed it to the organization there, and settle upon it an annual income sufficient to support a pastor. With an eye to the interest of the college, this opportunity was taken to lay before Dr. Wayland the claims of this young aspirant to public favor, and its urgent needs. His interest was at once enlisted, and he promised to give the matter his serious attention.

Synod met in October, 1855. The prospects were brightening. With a nominal endowment of \$30,000, with a verbal obligation from Dr. Wayland, given at this synod, for \$20,000, and with four professors, here was a field of usefulness for a young man of courage, ambition, and energy.

On October 12, 1855, Professor Laws signified his acceptance, and thus became the first president. He brought to the work of building up the institution a vigorous constitution, capable of boundless literary labor, fine native endowments, untiring industry, indomitable energy, varied and accurate scholarship, seldom equaled for so young a man. He threw his whole soul into the enterprise. With a board including some of the best business talent of the State, with prospects of a speedy endowment, and with a good faculty, the college entered upon a series of years of prosperity and steady growth, taking a position for sound and accurate scholarship seldom equaled in the history of colleges.

At the second commencement, June 26, 1856, was held the first public exhibition of the two literary societies, one of which had been organized and both dedicated in the winter of 1855. Their first annual orator was Rev. S. J. P. Anderson, D. D., of St. Louis. He has been succeeded by a long list of the most gifted men at the bar and in the pulpit.

In October of this year the board met in St. Charles, and elected Prof. F. T. Kemper, who had been a pioneer educator, and had built *up one of the finest private schools in the West.* He accepted a pro-

fessorship, left his school at Boonville, and came to Fulton, with the intention of completing here his life's labor.

It was now apparent that this young and rapidly growing institution demanded a larger and more permanent endowment to support the faculty gathering in its halls, and to secure its success and prosperity. It was therefore proposed by the board to raise \$75,000. In the fall of 1857, President Laws went out, partly to carry into execution this scheme, and partly to examine into the practical working of the best colleges, East and South. The endowment was pushed on year after year; a large amount was secured in scholarships, perhaps good at the time, but which proved eventually an incubus. To meet the current expenses arising from incidentals and professors' salaries, there was inaugurated the plan of borrowing from the "permanent fund" for the "contingent," till in 1861 the amount so borrowed was reported at \$12,435.94.

It was at the close of the collegiate year in June, 1858, that the organization into six schools, somewhat after the plan of the University of Virginia, was completed. This arrangement has ever since been followed. These six schools are: Mental and moral philosophy; Latin language and literature; Greek language and literature; mathematics; physical science; and English language and literature. Four of these were already filled. As a result of this completed organization, the preparatory department was abolished and the chair of English substituted, upon the same basis as the others. To this chair was called Prof. Clark Strong, a graduate of Yale, who had had some experience as a teacher in the public schools of St. Louis.

The board then called Prof. Albert M. Meyer, of Baltimore, to the chair of natural science; with his acceptance closes the first period in Westminster history—that of its founding and organization.

There needed only means to conduct it as thus organized, and to provide for wider usefulness as it might grow. To secure this, need was felt to increase the endowment, which grew from year to year, till in 1860 it was reported at \$93,303.89, exclusive of buildings and unproductive funds, with a debt of \$7,094.89 due the permanent fund from the contingent.

President Laws sent in his resignation, which was accepted October, 1861. But in accepting it, the board unanimously bore testimony to his many sacrifices, his untiring labors, and his ability in presiding over the college in the dark and trying days of its infancy. With his resignation, Professor Van Doren was left the last, as he had been the first, professor.

There seemed to be urgent reasons for discontinuing the exercises of the college—we were in the midst of universal excitement, which would distract the attention of the few students we might hope to have—and it was felt by some that the effort to keep the college open would result in an increase of the debt. It was therefore moved to suspend the college for one year. This motion was not carried.



Westminster went on, with her halls open for instruction. While other colleges resounded with the tread of soldiers, who converted the haunt of the Muses into the abode of Mars, all through the war the bell of our college called the youth from the field of civil strife to the pursuit of letters and of science. And we are grateful to Him in whose name and for whose glory it was founded, that this institution passed safely through the perils of fratricidal strife, and that, with the exception of a few weeks, it has known no suspension of labor in its halls. The board, in that heroic faith which has ever animated them, in the darkest hours of our history, resolved to continue the exercises under the charge of two professors. William Van Doren and M. M. Fisher were unanimously elected, on a salary of \$500, for the remainder of the college year. Professor Fisher was absent from the State, assisting Rev. W. W. Hill, in his female school, in Kentucky. He therefore declined the proposition. The executive committee, under authority from the board, called Rev. J. P. Finley, a man of varied scholarship and extensive reading, for a number of years a successful educator, under whom as principal, Van Rensselaer Academy had become one of the best academies in the West. He accepted, reached Fulton, January 1, 1862, and began his labors on the next morning. He rendered able and faithful service, not only as an instructor, but in looking after the general and financial interests of the college. On March 24, 1862, Professor Van Doren notified Professor Finley that he would leave for California on the 26th. Mr. Finley obtained leave of absence for one week, to secure the services of a competent man. On April 5, Mr. John N. Lyle took the place vacated by Professor Van Doren. He was a graduate of Marietta, Ohio, and had taught for several years with marked ability. He has rendered able, faithful, and untiring service to all the interests of the college in its dark hours, and has made sacrifices for its welfare.

The board, at its stated meeting at Synod, October, 1862, elected two more professors: Rev. A. V. C. Schenck to the Potts professorship, and J. A. Lathrop, LL. D., formerly president of the university at Columbia. Dr. Lathrop declined. The faculty and the students unanimously requested the executive committee to secure the services of Prof. M. M. Fisher. This was done; and on November 1, 1862, he was again elected, and became a member of the faculty.

In October, 1863, the English school was still vacant. Under the execution of a military order, Rev. J. W. Wallace had been driven from his home in Jackson County, and was then a refugee in Fulton. The professorship of the English school was tendered him, which he accepted, and in which he rendered efficient service to the college till the meeting of the board in 1864, when he resigned.

At the meeting of the board in 1864, Professors Schenck and Finley resigned. Charles C. Hersman, who had filled the chair of *ancient languages* in Carroll College, Wisconsin, was unanimously elected to the *chair of Greek language* and literature.

The need of a president was now felt to be imperative. There was then living at Longwood a Kentuckian by birth and education. His very name was a tower of strength in the Presbyterian ranks. He had shown executive ability, had the esteem and confidence of all the synod, and his eloquence had incited many a soul to deeds of liberality.

The board turned to Dr. John Montgomery as the man for president. At first he was strongly disposed to decline; but upon the earnest pleading of the committee appointed to confer with him he accepted for five months, with the hope that by that time the board might make other arrangements. In the fall of 1864 he entered upon his work as president of the college and supply of the pulpit. He was elected at one of the most critical periods not only in our history, but in the history of any college—without a parallel, probably, since the day of Witherspoon's presidency of Nassau. He came in the midst of the upheaval of society; amid universal excitement among the students, requiring constant watchfulness to keep them at their work. He came when there was no income to support a faculty. Many of the notes and scholarships were found to be upon persons dead, and their estates wound up, or with so many conditions annexed that the persons against whom they were held refused to pay. The scholarships that were settled were thrown upon the market and sold for less than the tuition. One of two courses was open to the president—to go on in the class room and in the general internal interests of the college, upon which alone he ever expected to enter, and let the faculty under him labor without pay, or to make an effort to collect something on the outstanding debt, to prevent the institution from being engulfed. With heroic faith he went out and spent the fall in an effort to collect the outstanding interest and notes. He visited town after town, house after house, stopping neither for sickness, pelting rains, nor wintry winds. In the winter of 1865 he returned from one of his collecting tours, and made such a report that the faculty and executive committee alike felt that a reduction in the expenses was a necessity. After consultation among the members of the faculty it was thought best that some should vacate. Professors Schenck, Lyle, and Hersman left. Thus the post was intrusted to Dr. Montgomery and Professor Fisher.

It is said that unexpected emergencies develop unexpected resources. Left alone with all the work of the college, to whom should they apply for help? There was in the senior class a young man who had shown unusual ability and fondness for mathematical studies, and as tutor had given promise of aptness to teach and fitness to govern rarely combined. It was felt by all that Mr. John H. Scott, even before his graduation, was competent to fill the place. Seventeen years of laborious study, of severe test in the class room, and of unabated interest in his department, have confirmed the judgment of the board expressed in his election in 1865 to the chair which he now so ably fills.

In June of this year Dr. Montgomery resigned, but the board would not consent to dispense with his invaluable services. In October he still pressed his resignation with such earnestness that they yielded to his solicitations. With great reluctance they parted with their venerable brother. He was loved by the faculty as a father and by the students venerated for his years and his wisdom. He left in the heart of college and church alike a name fragrant with sweet perfume and potent with holy incentive to virtue and truth.

Upon his resignation the institution was left with three constant professors, under whom, with the assistance at different times in the English school of Joseph Flood, Dr. C. R. Abbott, and the young but gifted N. D. Thurmond, it was conducted till 1868.

The year 1868 brings us to an important chapter. The finances of the college were much reduced. Of the \$86,640.79 in notes and bonds, reported in 1861, much of it proved, as then represented, "a suspended debt, which may prove eventually to be something, or as likely to be worthless." Revolutions in the fortunes of men, occasioned by the war, had rendered worthless many notes, perhaps, once good. The contingent fund was indebted to the permanent fund about \$30,000. The number of students upon scholarships, and therefore paying no tuition, was reported in 1865 as about 80. The amount of notes available on the old endowment was reported at \$30,000. Unless we could secure more endowment, and a larger income, the faculty must be greatly reduced, and our thorough work vastly injured.

On March 10, 1868, Rev. Dr. N. L. Rice, of New York City, was called to the presidency. In June, 1868, the committee reported his declination. He was requested to reconsider his purpose, and accept, upon the basis of the resolutions passed at his election. It was hoped and believed that he would accept; and upon this belief Prof. John N. Lyle, who had been professor of mathematics in Marietta College since 1865, was unanimously recalled to the chair of physical science.

Arrangement was made to perfect a new plan of endowment, in which it is expressly stipulated that no part of the endowment, save the interest, can ever be used for the contingent expenses. This was finally adopted February 24, 1869, and Rev. W. W. Robertson, financial agent, was urged to push it forward with all zeal.

Dr. Rice accepted, during the summer, and entered upon his duties in the fall of 1868, though his formal inauguration did not take place till September, 1869. The work of endowment on the new plan was prosecuted with such enthusiasm that in June, 1869, Rev. J. A. Quarles, without pecuniary reward, incited only by love to the college, had secured in notes \$7,084; the friends in St. Louis had raised \$40,000, and the financial agent had secured \$10,400 in cash and notes. The endowment was pushed on during several successive years.

*In June of this year Mr. J. J. Rice, a son of Dr. Rice, a graduate*

of the University of New York, and then engaged in the practice of law, was elected to the chair of English literature, and for twelve years he has labored in the classes, opening "the pure well of English undefiled."

In 1870 Professor Fisher resigned and entered upon the active work of the ministry as pastor of the church in Independence.

In his place was elected Rev. B. Y. George, pastor of the church in Columbia. He had graduated in the class of 1859, at the early age of 17, with the highest honors. He completed his theological course at Princeton, and had been pastor of an important church in the East. He resigned at a special meeting of the board in April, 1873.

In 1874 Doctor Rice resigned, after a connection with the institution extending over six years. During this time he also preached to the church. The pulpit was his home. Here, for exhaustive analysis, for logical power, for comprehension of principles, for grasp of truth, for appeals to the conscience, for yearning for souls, Missouri has furnished no superior. There occurred under his administration one of the most powerful revivals in the history of the college. In this glorious work of grace he was assisted by that powerful scriptural and spiritual teacher, Doctor Campbell, now of St. Joseph. As president Doctor Rice was venerated by the faculty—honored and loved by the students.

The particular work for which he was elected was largely accomplished. It was reported to the board, as already mentioned, in 1868, that the available endowment would not exceed \$30,000. Mr. S. W. Barber, treasurer of the board of trust, reported to the Synod in October, 1874, the total amount of good investments at \$75,503.86. This shows that during his administration there had been added to the endowment between \$40,000 and \$50,000.

After Dr. Rice resigned the presidency the college worked with a chairman of the faculty, Dr. M. M. Fisher and Dr. C. C. Hersman acting in order. But in 1878 the board unanimously elected Rev. Charles Campbell Hersman, D. D., to the presidency. Dr. Hersman graduated from the college in 1860, and had occupied the chair of Greek nearly ever since. He was a man of very marked ability and brought to this office an energy and power that had made him one of the leading Greek professors in the West. Under his administration the college was freed from debt and its departments were pushed to a standard higher than ever before. In 1882 Prof. Edgar Hoge Marquess was elected to the chair of Latin, and has, by his close attention to his duties and his thorough work, demonstrated the wisdom of the board in calling him.

In 1886 Prof. Edward S. Wood was elected principal of the preparatory school, and under his efficient management it has become all that could be desired of such a school.

In 1887 Dr. Hersman resigned the presidency to accept a call to the *chair of biblical exegesis* in Columbia (S. C.) Theological Seminary.

The whole community felt that the college was sustaining the loss of a fast friend, learned professor, and able president. Rev. William Hoge Marquess, D. D., class of 1873, was elected to succeed him as president. He is a young man, but a well-rounded scholar and an energetic and masterly teacher. Rev. H. C. Evans, class of 1881, was made professor of Greek. In 1888 Professor Evans resigned to accept the presidency of Synodical Female College. In January, 1888, Rev. William J. Wright, LL. D., of Philadelphia, was elected to the chair of metaphysics and vice-president, in which positions he continues with great satisfaction to the board. Prof. John J. Anderson succeeded Professor Evans, but resigned in 1890, and Daniel S. Gage, class of 1889, was elected to the Greek chair and most faithfully and diligently performs its duties.

In the fall of 1889 the synod resolved to increase the endowment by \$50,000, and Rev. W. R. Dobyns was elected financial secretary by the board and entered upon his duties January 1, 1890.

The college is thorough in all its departments, is a powerful factor for higher education, and adheres to the old classical course of study for those seeking degrees.

The value of Westminster College to the synod and to Missouri is to be judged by the material she has sent forth. Not large and learned faculties, not costly and imposing edifices, not extensive and valuable apparatus, not munificent endowments make a college and give her a history and a fame. These are all important, but they do not make a college. Her character and influence down the widening ages are to be determined by those who go forth from her walls bearing her name and sharing her glory or her shame. Judged by this standard Westminster College has not been a failure.

In past years she has exerted a wide influence on the political, educational, and religious interests of the Commonwealth. Look over her catalogue and you find among the rising young lawyers, preachers, doctors, and educators her honored sons.

The standard of scholarship from the first has been of a high order. As far back as 1856 a distinguished educator said of her work, "The scholarship of the students has surprised me much; the sophomore class would do credit to the senior class in most institutions in the West." It was felt and expressed by Dr. Rice, when he came, that the scholarship was too high for the unsettled condition of things in the country. Her graduates have ranked among the first scholars in all our seminaries, even in Princeton, where there have been graduates from almost all the Eastern institutions. She has been blest also in the high-toned morality of her students; there has been as little occasion for discipline as in the same number of students in any college. The disgraceful scenes of hazing and carousing which occur in some institutions have never occurred here. The young men, *as a body, realize that they bear in their own hands their own honor, that of their parents, and that of their college.*





FAIRBANKS HALL DRURY COLLEGE, SPRINGFIELD

## Chapter V.

### DRURY COLLEGE.\*

SPRINGFIELD, MO.

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By FREDERIC A. HALL.

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#### ORIGIN OF THE COLLEGE.

In the spring of 1872, at a meeting of the Springfield Association of Congregational Churches, the Rev. H. B. Fry, then a pastor in the town of Carthage, offered a series of resolutions which expressed the need of a college where men might be thoroughly trained for leadership in the growing Southwest. A committee appointed to take these resolutions under advisement reported at the fall meeting of the same association a plan by which the matter could be brought before the churches and people of southwest Missouri. The committee were urged in locating the college to keep prominent in mind "the considerations of the amount of money pledged, the prospect for the supply of students, and the general disposition of the people among whom it shall be located toward such an institution."

#### CANVASSING FOR FUNDS AND LOCATING.

A canvass of the leading towns of southwest Missouri was made and earnest efforts were apparent everywhere to secure the proposed college, but Springfield, having pledged \$58,000, was given the college by a vote of the association at their meeting in Pierce City on the 4th of March, 1873.

#### PROMINENT WORKERS IN THE MOVEMENT.

Much of this active canvass was the work of the Rev. James H. Harwood, D. D., one of the pioneers in Congregational work in this section of the country. The Rev. N. J. Morrison, D. D., LL. D., who had recently retired from the presidency of Olivet College, became interested in the movement and volunteered valuable service in getting the proposed college under headway. It is doubtful whether, without his courageous words in its defense, the movement could have

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\*See Statistical Note, 1898, p. 164.



survived the attacks made upon it, but the leadership of the man was so strong, and his executive ability so pronounced, that by the unanimous vote of the convention he was asked to take the presidency of the new college.

#### THE ORIGIN OF THE NAME.

The school was first organized as "Springfield College," but six months later the name was changed to Drury College because of a gift of \$25,000 from Mr. S. F. Drury, of Olivet, Mich., who stipulated that "the name Drury College should be regarded as a memorial of Albert Fletcher Drury, his only child, a young man of rare ability and excellence who died in 1863." President Morrison secured from other friends \$25,000 additional, so that the college at its organization had in pledges over \$100,000.

#### ORGANIZATION.

Articles of association were filed July 29, 1873. We quote from them:

ARTICLE II. Our aim in establishing the said Drury College is to afford to youth of both sexes ample facilities for instruction and discipline in those arts and sciences, a knowledge of which constitutes what is commonly known as a "liberal education," by always maintaining in said college as comprehensive a course of study and as high a standard of instruction and scholarship as prevail in other American colleges of the first rank, and at the same time to train youth in the high morality and culture of the Christian religion. And therefore, in order to extend the more widely the advantages of such instruction and culture, the board of trustees may, whenever the wants of the community and the resources of the college shall justify it in the judgment of the board, establish in connection with the college proper other departments, either as accessory to the college or for instruction and training in the liberal professions. The said Drury College shall be established and permanently maintained in or near the city of Springfield, Greene County, in the State of Missouri.

ARTICLE III. The board of trustees shall consist of twelve members besides the president of the college, who shall be a member ex officio, and of these at least seven, when the board is full, shall always be connected with the family of Christian churches commonly known as the Congregational Churches of the United States.

(This article was changed in 1885 to read "twenty" in place of "twelve" trustees.)

ARTICLE V. All moneys or property received by the board of trustees or by any officer or agent of the college for the benefit of the same, whether by gift, bequest, or the sale of college property, shall be sacredly devoted to the specific object (if designated) intended by the giver or testator and to none other.

It shall not be lawful for the board of trustees to loan college funds to each other nor to any officer, instructor, or agent of the college, nor for the treasurer to use the same or any portion thereof for his own advantage or the advantage of any other officer or agent of the college.

ARTICLE VII. No religious or political test as a condition precedent to the enjoyment of all the advantages afforded by Drury College for study and instruction shall ever be established or allowed by the board of trustees [and the restriction

of a majority of the board of trustees] to persons connected with a particular religious denomination (see Article III of these articles of association) is to be understood as intended only to guard the interests of the college from the unseemly and dangerous jealousy of rival sects, and to place the college so closely in sympathy with some religious denomination that it shall always have a constituency and a home.

#### EARLY ENDOWMENTS.

It has been remarked that the college had over \$100,000 with which to begin. But the financial trouble which swept the country the following fall and winter made it impossible to realize a large part of the promised endowment. It is doubtful if the college up to the present time has received over 50 per cent of the \$108,000 originally subscribed. One of those who promised \$10,000 was reduced to financial bankruptcy, and many could never pay more than a small part of their pledges. Besides, this money was temporarily diverted from one fund to another until serious consequences threatened, and the eyes of all were awakened to the danger. For the past three years the original article of the association has been carefully observed, and as fast as available funds come in, they are set aside to replace moneys "temporarily diverted" as far back as twelve years ago.

#### THE FIRST BUILDING.

The zeal which characterized the early workers for a college was found, too, in those who took hold when the college was an assured fact.

President Morrison writes: \*

So about the 1st of August a few of us, led by Mr. Drury, met here under the oaks, selected the site for our first college building, and there in humble prayer consecrated the ground, the structures that should hereafter arise, and a school of learning that should find its home in these structures, to Almighty God and the service of his church.

Then Mr. Drury seized a shovel and lifted the first earth from the excavation for the substructure of the building in which we now sit.

Seven or eight weeks later, Thursday, September 25, we "opened school" in this room, the freshly plastered walls dripping with moisture, and the builders with trowel and hammer still holding undisputed possession of all other parts of the structure. We had advertised that the school would on that day "take up," to use a local phrase, and it did.

The building referred to above was a plain brick one, two stories in height, arranged below with two recitation rooms on either side of a hall, while the story above was used for chapel purposes and as a "study room" for preparatory students.

For a number of years the building went by the name of "Preparatory building," but of recent years, being used entirely for library purposes, the name has been changed to "Library building."

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\* A Sketch of the Origin and Statement of the Present Condition of Drury College; pamphlet, published 1881.

## FIRST FACULTY.

Drury College began with a faculty of three. George H. Ashley, A. B., then a recent graduate of Olivet College, a man of fair scholarship, fine ability as a teacher, and one of such personal power as to mold to a wonderful degree the character of all who came under his instruction. Mr. Ashley served the college four years and his memory is still green in the hearts of those who annually meet at college commencement to talk over the days gone by. It rarely falls to the lot of a man whose life's work is limited to four years of active service to be greatly beloved by the people of a State. Such, however, was his good fortune. Mr. Ashley died in 1876, having stamped himself upon Drury College.

Mr. Paul Roulet, who served the college as professor of mathematics for fourteen years, was a second member, and President Morrison was the third, who for nearly fifteen years showed marvelous energy and an unfaltering devotion to the work. President Morrison, more than any other man, made Drury College what it now is.

## FIRST ENROLLMENT OF PUPILS.

On the first day 39 pupils were enrolled. Most of the pupils came as the result of personal solicitation on the part of the faculty and friends. Probably not many of them really understood the difference between a college and a district school, but in that number was some excellent material. Six of the 39 remained for a full college course and 3 have since been members of the college faculty. One to-day remains on the faculty who supplemented his college course at Drury by five years' graduate work at Yale University, taking the degree of Ph. D. at the age of 27. Another is a leading lawyer in this portion of the State and a third is at the head of one of the largest banks in Springfield.

## PREPARATORY DEPARTMENT.

When the so-called college began it was little else than an academy with aspirations. As in most Western and Southern schools, a preparatory department was organized in connection with the college, and in that department was found the entire list of students for the first term's work.

## "MODEL SCHOOL."

Not only was there a preparatory department, but to meet the supposed need a "model school" for small children was also started, and Miss Mary F. Carkener, of St. Louis, was added to the faculty. A small wooden building was erected to meet the purposes of the model school.

### EARLY CHANGES IN THE SCHOOL.

This school, consisting of a model school for small children, a preparatory department for such as wanted to enter college or to take special studies, and a normal course for those intending to teach, really constituted Drury College at its beginning.

So long as mere numbers were sought these excrescences were allowed to remain. Time after time the model school was abandoned and reinstated, until about 1881, when it was finally dropped. Such, too, was the fate of the normal department. Vigorous efforts were made to draw students here rather than have them go to normal schools elsewhere. The faculty exerted themselves to give valuable instruction on methods of teaching and in all ways to make the time spent here as valuable to the future teacher as though spent at a regular normal school. Yet, after all, the department was doomed from the beginning. The chief thing the college wanted was numbers. The chief thing the student wanted was the prestige which a normal course then gave to a prospective teacher.

There were periods of success, but a normal student wants a normal atmosphere, and college atmosphere and a normal atmosphere can not exist in one place. As with other successful colleges, the effort was at last abandoned, and the faculty have contented themselves with occasional lectures on methods at normal schools and in normal institutes.

Efforts have been made to build up large departments in both music and art. Some excellent work has been done in both of these branches, but all attempts to develop them on the scale once intended have been abandoned.

Early in our history these two things were settled: (1) That the original idea of developing the embryo college into a university was not to be carried out; and (2) that for years to come much of the best work of the institution would have to be done in thoroughly preparing students for the college proper.

### RELATION OF THE COLLEGE TO THE PREPARATORY DEPARTMENT.

One further idea has taken definite shape within the past five years, that a preparatory school and a college ought not to be under one faculty. We believe here that the Western and Southern idea is radically wrong and that both the college student and the boy in the preparatory school alike suffer in being under one set of teachers during their entire course of instruction, however wise those teachers may be.

It has been, then, for some time the purpose to separate the two departments absolutely. For the present teachers are employed so far as practicable in the preparatory department who are specialists in their work, just as in college. The authorities believe that a real fitting school demands the best scholarship and a peculiar aptness in

drilling the young mind. It is a rare thing to find a man who is distinguished for both preparatory and college work. The methods should be radically different. The ends to be secured are not at all the same, and the youth should in each step of his training be under those who are superior in molding the intellect at that particular stage of development.

It is questionable whether the preparatory school and the college should be on the same campus. Certain it is that they should not be together nor under the same regulations.

The college here retains its preparatory department as an essential part of the institution for two reasons: (1) Because money can be saved to the college by having some preparatory work done by college professors, and (2) because there are no schools in Missouri outside of the large cities (so far as we know) and few in the West, which as yet thoroughly prepare students for its freshman class.

As to the requirements for admission more will be said later.

As soon as money is received for the adequate endowment of the fitting school, or of the college, a complete separation will be made, the only relation existing between the two being that graduates from the preparatory will be received into the college without examination.

We believe that it is as important for the fitting school to have its own name even as for the college. We believe that it is impossible for any preparatory school to become famous so long as it is the mere appendix to a college. Andover and Exeter would never have been noted had they been attached to some college.

#### TWO IDEALS IN THE COLLEGE.

Here, however, there were for years two prominent features in the work; two ideals exactly opposed to each other, and yet both being carried out by our faculty.

On the one hand was an eagerness to attract large numbers. In order to do this buildings must be erected, attractive and commodious facilities for the "accomplishments" must be provided; courses of study must be arranged to let through those contented with a little; things must not be made too hard for the weak ones.

The other idea was that the only excuse for the existence of the institution was the demand for a college in this section of the country whose standard of scholarship should be on a par with the best New England colleges; that numbers are unnecessary to a college of the first grade; that the work by its excellence must commend itself to the best element of the Southwest.

#### GROWTH OF THE TWO IDEAS.

Let us follow the development of these two ideas. This will necessitate a review of the growth of the college in two directions; (1)

particularly as to externals, buildings, and published advantages; (2) as to courses of study actually followed and requirements of students.

It will be of interest to notice the fluctuations in attendance until the one idea prevailed.

#### NECESSITY FOR LARGE BOARDING HALL.

The college was located between what was then Springfield and North Springfield, two towns about  $1\frac{1}{2}$  miles apart. There were few houses in the neighborhood of the college where students could secure board at reasonable rates.

It was argued that there must be a home provided for lady students who came from a distance. To secure such a home it was necessary to build. The community was disappointed in the unpretentious building erected at first; to satisfy these parties a large building must be erected. "Then, too, the college will commend itself as a permanency if its buildings are substantial and costly." These arguments prevailed, and as a result of the effort then made Walter Fairbanks Hall was erected at a cost of \$32,000.

The building stands back from the street about 200 feet. It has 4 stories and a basement. In the basement is a large dining hall, while the rooms in the fourth story are used for art and the ladies' literary societies. In this hall the lady teachers and lady students live. The building is designed to accommodate about 100 persons.

#### MISSOURI CONSERVATORY OF MUSIC.

On the completion of this structure vigorous efforts were made to draw lady students. The Missouri Conservatory of Music was organized under the able leadership of Prof. A. B. Brown, and for a time it looked as though the plan of making a popular school was going to win. Probably no one thing did more to make the college at once favorably known with the masses than this study of music. In this study results were immediate, and the public was soon familiar with the conservatory. Professor Brown associated with himself in the conservatory three teachers, and work was done on the voice and on wind and stringed instruments. In 1881 Professor Brown retired from the faculty, the conservatory became simply one of the departments of the institution, and was put under the care of two competent instructors on the pianoforte and the violin.

The character of the work required was wholly changed. The musical course was divided into seven grades, and actual proficiency was required for promotion from one grade to another. The chief mover in the departure was Prof. W. A. Chalfant, a graduate of the New England Conservatory of Music, who sought in music the same exacting thoroughness demanded in other lines. Professor Chalfant still remains with the college, and has done much in this section to

give dignity to the study of music. With this change in the requirements of music the enrollment was greatly lessened, as will be seen by comparing the numbers under column marked "Music," page 111.

#### ART DEPARTMENT.

In drawing and painting also every effort was made to enroll numbers, and numbers in this department increased rapidly. Starting with 6 in 1874, 50 were enrolled in 1881. Then came the same change as was found in the musical department. Under Miss Frances J. Fowler, a thoroughly trained teacher, a rigid course in drawing was obligatory before painting was allowed. With the practice in drawing and painting a systematic study of the history of art was required. As the demands increased the numbers decreased; the subject no longer met the popular demands. Within two years the number studying art was reduced to 20. Thus the second of two prominent features in a popular school was practically withdrawn. Hereafter only those pursued the study of art who wanted a knowledge of the subject and were willing to work in order to acquire it.

#### EASY COURSE OF STUDY.

There was a third thing which had its influence in making the college a popular school, namely: A full college course which required little previous preparation and which was not difficult or exacting. In this course "substitutions" were admissible and frequent. It offered to the young lady who completed it a diploma and hence all the honor which graduation from a college is supposed to have. This was called the "ladies' course." A moment's survey of the numbers who pursued this course explains how it helped to draw students. Here we are confined to the college department because in the early days it was not the custom to require any particular preparation for the ladies' course.

Thus far, in connection with the building of Fairbanks Hall, and the ladies' course of study, we have considered the influence which especially affected the attendance of lady students.

Earlier in the article we mentioned the model school and the normal department as being among the agencies employed for increasing numbers. But as these things would affect both sexes about equally it is not necessary to consider them further here.

#### ATTENDANCE OF STUDENTS.

It may be of interest to notice two things before we proceed to discuss the growth in the courses of study: (1) The attendance of students in the literary department during the years of the college history, and (2) the proportion of young men and young women.

*In this we leave out the normal department and the model school as*

being short lived and not affecting the point at issue. The general statement made earlier is sufficient for the art department.

TABLE OF ATTENDANCE.

Year.	College, all courses.	College, ladies' course.	Prepara- tory.	Total at- tendance, literary depart- ment.	Music.
1872-74.....	23	3	92	115	8
1874-75.....	40	15	149	189	15
1875-76.....	56	21	154	209	196
1876-77.....	72	22	153	225	163
1877-78.....	64	22	99	163	167
1878-79.....	58	9	82	140	172
1879-80.....	59	1	96	155	298
1880-81.....	47	1	108	150	236
1881-82.....	43	5	180	223	82
1882-83.....	49	(a)	184	233	85
1883-84.....	42	(a)	174	216	87
1884-85.....	41	(a)	161	202	158?
1885-86.....	45	(a)	169	214	82
1886-87.....	34	(a)	150	184	86
1887-88.....	29	(a)	134	163	85
1888-89.....	36	(a)	209	245	89

a Dropped.

The above table records the numbers as given in catalogues of the respective years.

INTERESTING FACTS BROUGHT OUT BY THIS TABLE.

By this table it will be seen that at the time the largest numbers of students were in attendance in the music and art departments the largest numbers were not in attendance in the regular literary work of the institution. On the contrary, the years 1876-1881 were the very largest in music and art and the very smallest in the literary department.

It will be further noticed that as soon as these departments were put upon a solid basis they were less patronized, and, inasmuch as hard work must now be done, a larger proportion preferred to do the work in the time of the regular curriculum.

By giving the total attendance each year it would be seen that many did not continue their connection with the institution after the music and art requirements were exacting, and that the regular courses of study failed to draw such large numbers as had heretofore been drawn to the college.

PROPORTION OF YOUNG MEN AND YOUNG WOMEN.

The second point, the proportion of young men and young women, can not be so definitely settled, because the catalogues are not clear and the memory is not a safe guide. This, however, is known to be near the facts in the case: In the earliest years of the college the number of young men was somewhat smaller than the number of young women. From 1878 to 1881 the young women were about one and a half times as many in number as the young men. From that



time to this there has been a steady increase in the attendance of young men and a steady decrease in the proportion of young women in attendance, until at the present time there are 10 young men to 4 young women.

#### COLLEGIATE DEPARTMENT IN EARLY YEARS.

One or two other items of interest might be mentioned in this connection. In the first catalogue 23 are enrolled as belonging to the college classes. While the institution began with no students in the collegiate department, yet, fortunately for the young school, McGee College about that time closed its doors and several of its bright young men entered advanced classes at Drury. Two of Drury's most distinguished alumni were among these additions. Then, too, a young ladies' seminary at Springfield having been burned, its senior class was transferred to the college, so that during its first year it received college students enough to give to it character.

It would be unjust to both the courageous teachers then here at work and to the students who have so fully shown their careful preparation here to say that in these early years thorough training was not given. Perhaps it would be fair to all parties to say that great exactness was not required. Corresponding with this great advancement in all directions the college department seemed to make rapid strides. But here one may see the beginning of that change which ultimately revolutionized the music and art departments and which changed the college from a popular school to a small college doing first-grade work.

In general there was an increase in college in number corresponding with the increased attendance up to 1876-77. From then on, however, the number in the college department does not compare favorably with the total number in attendance. While in 1876 there were 72 in college out of an attendance of 225, for the next four or five years there was a slow but steady decline, until in 1882 there were only 49 in college out of a total attendance in the literary department of 233. Now 1882 marks the climax in the music and art departments. In other words, two things are evident:

(1) So long as the music and art departments were satisfied with numbers and insisted only on light duties a general looseness was through the entire institution. Students were let into college "on trial." The examinations were nominal. A promising young man or woman could go into college classes if he, or she, showed a general disposition to study.

(2) In the literary department the standard of scholarship first received careful attention, so as not only to shape its own affairs, but to force the same character of work upon the other departments. The years between 1877-1882 may be said to be the crucial years for Drury College in deciding it to be on the side of the few small, strong colleges.

## GROWTH IN THE CURRICULUM.

In this discussion concerning the conflict between these two ideas of a college we have anticipated to some extent what we had intended to say upon the growth in the curriculum of study. Perhaps a brief review of the steps by which the curriculum has been advanced may be sufficient.

In the first catalogue the college offers the courses of study—classical, scientific, and ladies', each four years in length.

## EARLY REQUIREMENTS AND COURSES OF STUDY.

The classical course required, theoretically, three years of preparation, but many did the work in one year, so as to be "tried" in college.

The scientific course required one year in preparation.

The ladies' course required scarcely any preparation beyond the grammar grade in our public schools.

The classical course was modeled after the Eastern colleges of good rank, and differed more in the requirements for being admitted than in the work done in the college class room.

The scientific course was somewhat of an invention, and at first only partially successful. Theoretically, it was to put science and the modern languages in the place of Greek and Latin in the classical course.

The ladies' course was perhaps the equivalent of a good high-school course, supplemented by one year of further study.

In the preparatory department the studies necessary for entering college were taught; also such studies as gave a good English education. The work in the preparatory was done exclusively by the college professors as a part of their regular duties.

## REORGANIZATION OF FACULTY AND GREAT CHANGES IN COURSE OF STUDY.

The requirements for entering college were practically the same until 1878-79. The newly appointed principal of the preparatory department determined to place graduation from that department as nearly as possible on a par with graduation from the best New England academies. The courses in the preparatory school were enlarged; the catalogue requirements were exacted. A preparatory course of three years was inserted for the scientific department. The college readily responded by requiring for entering all that the preparatory work provided. At once the change in the character of the whole institution was perceptible.

## MEN PROMINENT IN THE MOVEMENT.

In this movement for raising the standard and for putting the requirements of the college on a more scholarly basis two men are

especially worthy of mention. Prof. George B. Adams, Ph. D., now professor of mediæval and modern history in Yale College, then fresh from his graduate studies at Yale University, had been here one year and had shown that scholarly cast of mind and character which have since endeared him to all of Drury's graduates. His energies were expended in raising the standard of scholarship, and for eleven years he was a chief mover in every substantial advancement. Prof. E. P. Morris, A. M., now professor of Latin in Williams College, came here at this time. For five years he worked faithfully as a champion of exact scholarship. Of broad mind, of magnetic character, his influence permeated the whole institution. These two men largely shaped events between the years 1878-1883, the most critical years as concerns the character of the college that the institution has yet passed. One other teacher should be mentioned in this connection. Prof. E. M. Shepard, A. M., of Williams College, who is still a member of the faculty, did much to place the scientific course upon a respectable footing. It was with his heartiest cooperation that the preparation for entering the scientific course was changed from one year to three, and in the college his influence was conspicuous in shaping the present scientific course of study.

#### TWO IMPORTANT MOTIONS.

In the summer of 1879 two motions were carried in the faculty which have since had great influence:

(1) "Any student desiring to graduate from the preparatory department shall pass a written examination on all the studies of that department." This rule has been rigorously enforced from that day to this. Moreover, this examination is of such a character that there is seldom any complaint. It seems to command universal respect. Graduates of the college have often testified to the value of this crucible. The examination occupies ten days. While not technical, it thoroughly tests the knowledge of the subject. When the examinations were first introduced about 30 per cent of those who tried it failed to pass. Of late years "the weeding out" comes chiefly before the time of the examination.

(2) "No student shall be catalogued beyond the class in which he has a deficiency." So far as I know, there are scarcely any Western colleges which live up to a rule that works such havoc in their catalogues as do these two. Yet to my knowledge neither of these rules has ever been violated in spirit or letter. This, too, accounts largely for the fact that the numbers in the college are small in comparison with other institutions whose attendance is no larger than Drury's. A sophomore, if behind in one study of the preparatory, must rank as a preparatory student until the deficiency is removed. Then, too, no student is ranked as a college student who is pursuing any preparatory study. These several points do much to make the college *list small*.

## CHANGES IN REQUIREMENTS FOR ENTERING.

In 1879-80 the requirements for entering college in the scientific course were further increased by requiring, in preparation, three years of Latin. The two preparatory courses, classical and scientific, remained practically unchanged for nine years. They were the same in mathematics and Latin, while the scientific required two years' study in the elements of science to offset the two years of Greek in the classical.

At this point one more step was taken. Two years of preparation were required for the ladies' course, and in the college department "substitutions" in that course were no longer allowed.

## LADIES' COURSE DROPPED.

In 1882-83 another step was taken toward a better grade of work. The ladies' course was dropped from the college department, and in the preparatory was substituted an English course of four years, designed for such as want a thorough English education and have no intention of taking a college course.

## FINAL CHANGES IN CURRICULUM.

No further changes were made in the demands for entering college, nor any of importance in the college curriculum from that date until the spring of 1888, when the courses in the preparatory were all made four years in length and in college quite an extended course in English literature was added.

Below is given the courses of study as required in the college and preparatory departments, together with a synopsis of the work in general as required in the various branches:

## ORDER OF STUDIES.

## COLLEGE—CLASSICAL COURSE.

*Freshman year.*—Fall term: Latin (Livy), exercises in Latin composition; Greek (Herodotus), exercises in Greek composition; mathematics, geometry, Books III-V.

Winter term: Latin (Cicero, Cato Major and Lælius), Latin composition; Greek (Thucydides), Greek composition; mathematics, geometry, Books V-IX.

Spring term: Latin (Horace, Satires), Latin composition; Greek (Homer, Odyssey), Greek composition; mathematics, plane trigonometry; rhetorical, once a week through the year; Bible, once a week through the year—the teachings of Christ.

*Sophomore year.*—Fall term: Latin (Horace, Odes and Epodes); Greek (Plato's Apology); mathematics; spherical trigonometry; surveying.

Winter term: Latin (Plautus); chemistry; mathematics; conic sections; analytical geometry.

Spring term: Greek (Euripides, Medea); botany; engineering; rhetorical, once a week through the year; Bible, once a week through the year—organization and institutions of the Apostolic Church; English literature once a week through the year.

*Junior year.*—Fall term: Latin (Tacitus, Germania and Agricola); physics; physiology.

Winter term: German; physics; Greek (Demosthenes, De Corona).

Spring term: German; Latin (Terence or Pliny's Letters); or Greek (Demosthenes); rhetoric; international law; evidences of Christianity once a week through the year; rhetoricals once a week through the year; English literature once a week through the year.

*Senior year.*—Fall term: Psychology; zoology; political economy; German.

Winter term: Logic; geology; history of civilization; æsthetics.

Spring term: Ethics; astronomy; United States Constitution; natural theology once a week through the year; rhetoricals once a week through the year; English literature once a week through the year.

#### SCIENTIFIC COURSE.

*Freshman year.*—Fall term: French grammar; ancient history; geometry, Books III-V.

Winter term: French; mediæval history; geometry, Books V-IX.

Spring term: French; modern history; plane trigonometry; rhetoricals once a week through the year; Bible once a week through the year—the teachings of Christ.

*Sophomore year.*—Fall term: French; mineralogy; spherical trigonometry; surveying.

Winter term: Chemistry; chemical analysis; conic sections; analytical geometry.

Spring term: Botany; organic chemistry; vegetable histology; engineering; rhetoricals once a week through the year; English literature once a week through the year; Bible once a week through the year; organization and institutions of the apostolic church.

*Junior year.*—Fall term: Physics; physiology; religion and science.

Winter term: Physics; German; cryptogamic botany.

Spring term: Biology; German; rhetoric; international law; rhetoricals once a week through the year; English literature once a week through the year; evidences of Christianity once a week through the year.

*Senior year.*—Fall term: Psychology; zoology; political economy; German.

Winter term: Logic; geology; history of civilization; æsthetics.

Spring term: Ethics; astronomy; United States Constitution; rhetoricals once a week through the year; English literature once a week through the year; natural theology once a week through the year.

#### PREPARATORY—CLASSICAL COURSE.

*Junior year.*—Fall term: Arithmetic to percentage; descriptive geography; physical geography; reading (American classics, Hawthorne).

Winter term: Arithmetic (Davies and Peck's completed); descriptive geography; reading (Greek Heroes, Kingsley); physical geography; language lessons.

Spring term: Arithmetic (Robinson's Higher); United States history to 1783; reading (from United States history); language lessons.

*Junior middle year.*—Fall term: Latin grammar; English grammar; arithmetic, reading two hours per week (Irving's Sketch Book, Sprague).

Winter term: Latin grammar; English grammar; physiology; reading two hours per week.

Spring term: Cæsar, one book; English analysis; United States history from 1783; reading two hours per week.

*Middle year.*—Fall term: Cæsar, two books; Greek grammar; elementary general history.

Winter term: Cæsar, one book; Cicero, one oration; Greek grammar; algebra to factors.

Spring term: Cicero, two orations; Anabasis (selections); algebra to problems.  
*Senior year.*—Fall term: Cicero, one oration; Virgil, three Eclogues, one book of *Æneid*; Anabasis, two books; algebra to quadratics.

Winter term: Virgil, two books; review of Cicero's Orations; Anabasis, one book; Lysias, one oration; algebra to logarithms.

Spring term: Virgil, three books; Homer (*Iliad*), two books, or *Odyssey* (*Phæacian Episode*); geometry.

SCIENTIFIC COURSE.

*Junior year.*—Fall term: Arithmetic to percentage; descriptive geography; physical geography; reading (American classics, Hawthorne).

Winter term: Arithmetic (Davies & Peck's Completed); descriptive geography; reading (Greek Heroes, Kingsley); physical geography; language lessons.

Spring term: Arithmetic (Robinson's Higher); United States history to 1783; reading (from United States history); language lessons.

*Junior middle year.*—Fall term: Latin grammar; English grammar; arithmetic; reading two hours per week (Sprague's Irving's Sketch Book).

Winter term: Latin grammar; English grammar; physiology; reading two hours per week.

Spring term: Cæsar, one book; English analysis; United States history from 1783; reading two hours per week.

*Middle year.*—Fall term: Cæsar, two books; rhetoric and etymology; elementary general history.

Winter term: Cæsar, one book; Cicero, one oration; American literature; algebra to factors.

Spring term: Cicero, two orations; American literature; algebra to problems.

*Senior year.*—Fall term: Cicero, one oration; Virgil, three Eclogues, one book of *Æneid*; English literature; algebra to quadratics.

Winter term: Virgil, two books; review of Cicero's Orations; outline study of man; algebra to logarithms.

Spring term: Virgil, three books; elementary chemistry; geometry.

ENGLISH COURSE.

*Junior year.*—Fall term: Arithmetic to percentage; descriptive geography; physical geography; reading (American classics, Hawthorne).

Winter term: Arithmetic (Davies & Peck's Completed); descriptive geography; reading (Greek Heroes, Kingsley); physical geography; language lessons.

Spring term: Arithmetic (Robinson's Higher); United States history to 1783; reading (from United States history); language lessons.

*Junior middle year.*—Fall term: Advanced arithmetic; English grammar; arithmetic; reading two hours per week (studies in Bryant, Alden).

Winter term: Bookkeeping; English grammar; physiology; reading two hours per week.

Spring term: Elementary botany; English analysis; United States history from 1783; reading two hours per week.

*Middle year.*—Fall term: Elementary zoology; rhetoric and etymology; elementary general history.

Winter term: Elementary physics; American literature; algebra to factors.

Spring term: United States Constitution; American literature; algebra to problems.

*Senior year.*—Fall term: French or history; English literature; algebra to quadratics.

Winter term: French or history; outline study of man; algebra to logarithms.

Spring term: French or history; elementary chemistry; geometry; Greek history, Roman history, Latin and Greek prose composition once a week through

the year; rhetorical once a week throughout the course; Bible once a week throughout the course. Junior year, Biblical history—Genesis, Judges. Junior middle year, Biblical history—Judges, Solomon. Middle year, Biblical history—Solomon, captivity. Senior year, the life of Christ.

#### PREPARATORY DEPARTMENT.

The object of this department is to furnish the beginnings of a solid intellectual discipline. First, its primary object is to fit young people for a college course. Second, the management is working as fast as practicable toward specialists here as in college work. There are now three specialists whose work is exclusively in the preparatory. The aim is to secure experts as drill masters. The school prepares for all colleges. Students are admitted, on certificate, to corresponding classes in some of the most famous Eastern academies.

The discipline is adapted especially to scholars that do not require severe restrictions. The purpose of the instructors is to lead scholars to cultivate self-control, self-reliance, and truthfulness. The whole method of instruction and discipline, particularly in the upper classes, assumes some power of application and a will to work on the part of the pupil.

Language and mathematics are made the basis of both the classical and scientific courses. The classical course is modeled chiefly after Andover Academy. In the Latin and Greek it is the aim to follow methods best suited to give the student readiness in translation and a critical knowledge of all inflections, regular and irregular. Careful and constant drill is given in word formation, in syntax, in the development of a vocabulary, in the use of synonyms, and in the historical and mythological allusions found in the text. Some attention is given also to translation of English into Latin and Greek and to sight reading. During the senior year the classical students spend three hours a day with the principal in the study of Latin and Greek.

The scientific course has the Latin of the classical, but for the Greek is substituted a thorough training in the English language and literature. This work embraces the grammatical and rhetorical study of English, the analysis of form, and an acquaintance with English and American writers as made in the study of English literature, this latter being preparatory to the study of English literature as considered in college.

The English course is designed particularly for such as intend to teach in our public schools and do not expect to take a college course.

#### DEPARTMENT OF LATIN.

In the freshman year the primary aim is to establish students in the principles of Latin syntax and to secure for them a vocabulary sufficient to enable them to read ordinary prose with ease. Constructions are analyzed and constant attention is paid to the difference between the Latin and English idiom. To aid in attaining this end a course in Latin prose composition is pursued, with the use of Allen's Introduction to Latin Prose Composition, two hours weekly in the fall term and one hour weekly for the rest of the year. The Satires and Odes of Horace furnish an introduction to the study of Roman social life and antiquities, and also of Roman satire and lyric poetry. Special attention is also paid to the history of the transition from the republic to the empire.

The design of the latter part of the course is to make students acquainted with representative authors in the various branches of the literature. Each writer is interpreted in relation to the social and political life of his age; and a particular study of his style and latinity is made. It is hoped that another year provision *may be made for a course in the history of Latin literature, which is now studied through the authors read.*

Frequent drill in sight reading is made a part of the class-room work. Students in the more advanced work are required to prepare papers on topics assigned, and they are encouraged to pursue independent investigations so far as the facilities of our library for classical study will allow.

#### DEPARTMENT OF GREEK.

The aim of the Greek course in the college department is threefold: Training in the structure of a logical and delicate language; a critical knowledge of the masterpieces of ancient poetry, history, oratory, and philosophy, and a familiar acquaintance with the history of the early republics in their politics, social life, and art.

The work of the freshman year is upon Homer and the Greek historians. In this year especial emphasis is placed upon the study of Greek as language, including the critical study of moods and tenses, the history of the Greek language, the use of the particles, and an introduction to comparative philology. Greek prose composition and sight reading are continued through the year. In history especial attention is given to the wars with Persia and to the politics of the Age of Pericles. On the literary side a study is made of the development of the historical style and of the Homeric problem.

The work of the sophomore year is chiefly literary and historical. The study of Plato involves a history of Greek philosophy; especial attention is given to the logical development of thought in the work in hand.

In Demosthenes, beside thorough drill in vigorous translation, classes make a careful study of the conditions that develop oratory, and make analyses of all orations read and of the finest passages in each oration. Parallel with the translation is a course in Athenian politics, with particular reference to the problems of popular government, and a study of the Athenian military, financial, and legal systems. A very minute study is made of the conflict between Athens and Philip.

The work in the Greek drama, in junior year, is chiefly literary, but involves also the history of social life in Athens in the Age of Pericles and of the best period of Athenian art.

A prominent feature of the whole course is original investigation. At the beginning of the term each student selects a special topic for his private study; he enters in a notebook all matter bearing upon his topic, and occasionally submits it for examination; at the close of the term he presents a thesis giving a summary of his results. The following are among the topics studied the present year: In Demosthenes, the structure of the oratorical period; use of rhetorical questions; political maxims; epithets, metaphors, and metaphorical language; rhetorical contrasts.

In Herodotus, ionic verb forms; use of particles; force of the perfect tense; use of the two negatives; structure of the longer sentences.

#### DEPARTMENT OF MATHEMATICS.

The instruction in mathematics is by text-books and practical work in the field.

The instruction of the freshman year is devoted to geometry—the regular course including a large proportion of original work in demonstration of problems and propositions involving principles given in the text-book. During the spring term plane trigonometry is studied.

The work of sophomore year begins with spherical trigonometry in the fall term, and during the last part of the term a course in theoretical surveying is given. In the second term conic sections and analytics are studied; and the third term is devoted to practical problems in engineering, the principal feature of which is the training in the practical use of the instruments in the field. The



field work embraces the following subjects: Various methods of land and topographical surveying; geodetic and railroad surveying, including location of railroad lines from contour maps previously made by the class from their own level notes; calculation of grades and excavations, and the preparation of plans for the work. The course is planned to give a thorough course in the application of higher mathematics in practical work.

Astronomy is studied the third term of senior year. Theoretical and practical astronomy are taught from the text-book, supplemented by the use of globes, lantern slides, telescope, transit instrument, and sextant.

Each student observes the prominent physical features of the moon, sun, and planets, and makes observations with the instruments and calculates the results.

The special library of the department contains many valuable works of reference upon engineering and astronomical topics, and copies of maps, profiles, contour maps, and working plans of every description used in engineering work.

The department of applied mathematics is supplied with a very complete set of instruments for practical use in land surveying, road grading, running lines, topographic surveying, and astronomical work. The list consists, in part, of the following: Gurley's engineer's transit, Verier's transit, (3) surveyor's compasses, English theodolite, Gurley's plane table, 20-inch Wye level, drainage level, Philadelphia rod, English self-reading rod, nautical sextant, protractors, trammel, surveyor's cross, aneroid barometer, 18-inch globe, cases of drafting instruments, astronomical telescope of 4 $\frac{1}{2}$ -inch aperture, etc.

#### DEPARTMENT OF MODERN LANGUAGES.

The chief aim of the instruction in this department is to prepare students to read at sight works of ordinary difficulty in French and German, and to give a wide view of the literature of those two languages. To secure both facility and accuracy some books are read rapidly in connection with the slow, careful, and very thorough reading of others.

Students in the scientific course study French throughout the entire freshman and first of the sophomore years. Four or five hours a week are devoted to this subject. During the last term of this course lectures will be given on the best French authors and their works, upon which students are examined in writing. Reading at sight is taken up as early as practicable and continued in connection with the other work throughout the course.

German is studied by both sections of the class during the greater part of the junior and first of the senior years. While the student is made acquainted with the indispensable rules and grammatical difficulties, the work of the year consists mainly of the reading of selections from the best German authors.

Classes for the sight reading of current German literature and for practice in conversation will be formed from time to time.

The course in modern languages during the present year is substantially as follows:

*German.*—Goëthe's *Egmont* and *Hermann and Dorothea*; Lessing's *Nathan der Weise*; Schiller's *Wilhelm Tell*; Fouque's *Undine*; the recitation of poems from Heine, Schiller, and Goëthe; prose composition.

*French.*—Keebel's *French Grammar*; *Le Misanthrope*; *Le Cid*; *Athalie*; *L'Abbe Constantin*; selections from Guizot, Victor Hugo, Daudet, and Dumas; translation and recitation of poems; prose composition.

#### BIOLOGICAL AND GEOLOGICAL LABORATORIES AND CABINETS.

The laboratory of biology has been newly equipped with tables for individual student use, each table being provided with a microscope, reagents, and all necessary apparatus. The large biological library, containing the more valuable textbooks on this subject, Government reports, and sets of scientific journals, is at

hand for reference. Ample space is provided for aquaria and working material, the latter being abundantly furnished for the use of all students. Instruction in the biological sciences consists of a carefully outlined course in laboratory practice by the study of series of typical forms, accompanied by lectures and reference to the literature of the subject.

In the department of mineralogy and geology a laboratory of 12 tables has been added during the past year, and a thorough course in blow-pipe analysis is given to the scientific students of the sophomore class, with lectures and such other facilities as are provided by our large and valuable collection of minerals.

The classes in chemistry and physics visit various industrial establishments in this city where the various practical problems in chemistry, photography, electricity, and applied mechanics are practically studied. In this way it is endeavored to supply every possible adjunct to a thorough education in science.

#### DEPARTMENT OF RHETORIC.

Drill in English composition and declamation continues throughout the entire course. In the preparatory department there are 4 rhetorical classes corresponding to the four years of the course. The work is progressive. In the earlier part, the delivery of selections committed to memory alternates with the reading of original essays. As students advance, a larger proportion of original composition is required. Attention is paid to the use of words and to the rhetorical structure of sentences, and suggestions are made as to the analysis of subjects. It is the design to make these exercises so frequent that students will acquire a good degree of self-possession in the presence of an audience.

Students in college courses form the "A" rhetorical class. The work is entirely original, and all parts are delivered in public to the whole body of students together with the faculty. This practical work is supplemental to a thorough course in theoretical rhetoric extending throughout the preparatory course, in which the analysis of words and sentences, together with the study of literature, gives a broad basis for the study of the philosophy of style in the more advanced work of the college.

#### DEPARTMENT OF PHILOSOPHY.

Work in this department is designed to complete the work of the preceding years. After the survey of nature in the sciences we approach the study of man, who is at the head of creation; after the training in language and mathematics, and an investigation of the relations of men to one another as seen in history, the attention is directed to the analysis of the mental powers and to the questions bearing on man's place in the universe. In psychology the intellectual powers are analyzed, and the phenomena there observed are connected with physiology on the one side and with man's spiritual nature on the other.

In logic the laws of thinking are discussed, and in ethics all the moral relations of man are considered, and the whole subject of theoretical and practical morality is investigated and set forth.

#### DEPARTMENT OF ART.

The appliances for instruction in art in the way of models, casts, etc., are ample and of the most approved kinds. The methods are modern—after the methods of the best art schools. The aim is not to produce in pupils mere copyists, but to develop the individual skill and taste of each. All students in the art department are expected to join the sketch class and the class in art history, for which no extra charge is made. Those wishing to join the class in painting must first pass an examination in drawing, if not regularly promoted.

## DEPARTMENT OF MUSIC.

This department is organized as the "Missouri Conservatory of Music," with piano, organ, and theoretical departments.

The course of study in pianoforte is divided into seven grades, and each grade, except the first and second, into three divisions.

The utmost thoroughness is required from every pupil, whether beginning or advanced, many pupils being found deficient in the very first principles of playing.

Special attention is given to the following points: A good position of the hands at the piano, a perfectly legato touch, a good staccato, good wrist and forearm action, a true and exact sense of rhythm, a comprehension of phrasing, the habit of carefully noting all dynamic signs, fingering, and a thoroughly good conception of whatever music is performed.

The course of study in organ is equally as thorough and complete as in piano, special attention being given to registration and pedaling. It is not best to begin the study of the organ until the third grade in piano playing has been completed.

The course of study required in harmony is the completion of Emery's Elements of Harmony, with the ability to harmonize correctly a choral in 4 parts. Instruction is also given in single and double counterpoint, canon, fugue, and composition.

In theory classes, the history of music will be studied, especially the development of piano music, the analysis of musical form, with copious examples from the best composers, and other studies necessary for a well-trained pianist. The course of study is limited to 4 terms. No degrees are conferred.

For some years the college and preparatory school have been doing rather more than the amount required by the catalogue, and the changes made last spring were to record the work actually done rather than to materially add to the amount already required.

Among the other departments not so well organized might be mentioned—

(1) *A course in Biblical study*, occupying one recitation a week through the course. The literary and historical features of the Bible are made prominent, and the important place which the Old and New Testament records occupy in the development of society is duly emphasized. The course is completed by a study of the arguments for the existence of God and of the evidences of Christianity.

(2) *English literature*.—This study occupies the sophomore, junior, and senior classes one hour a week. The sophomore class studies Chaucer, Spenser, and Shakespeare; the junior class, the masterpieces from Bacon to Wadsworth; the senior class, nineteenth century literature. Such collateral study is done along with the study of masterpieces as is necessary to give the student some idea of the development of English literature. But the controlling purpose is to cultivate such a taste for the best literature as shall be a perpetual education.

(3) *Physics*.—The instruction in physics is given by lectures, recitations, and by experiments in the laboratory. Sound, light, heat, electricity, and magnetism are treated as forms of energy. Meteorology is taught in connection with other atmospheric phenomena. It is the aim of the course to demonstrate by experiment and by *mathematical theory* the laws of the physical world.





Stone Chapel.

DRURY COLLEGE SPRINGFIELD

Library.

(4) *History and political science.*—The course in history and political science is to a great extent topical. Original and independent work is secured by assigning subjects for special investigation to individual students.

#### OCCUPATIONS OF GRADUATES.

Thus far 14 classes have been graduated from the college proper, with a total number of 78. Of these, 45 were men and 33 were women. Of this number there are actively engaged as teachers 16; ministers, 13; foreign missionaries, 4;\* lawyers, 9; bankers, 2; stenographers, 2; merchants, 4; physicians, 1; pursuing graduate studies at Harvard, Yale, and the various theological seminaries, 9.

#### FINANCIAL STRUGGLES.

The college has experienced some severe financial crises. The debts of several years seemed about to engulf the institution in 1877–78, when President Morrison reached, by a circular sent at random through the mail, a gentleman in Malden, Mass., whose interest in the college became most marked. This gentleman, the Rev. W. H. Wilcox, D. D., LL. D., was then the chief executor of a large estate. Through his influence \$50,000 was offered to this institution on condition that it be free from debt by a certain date. The total debt to be raised was about \$30,000, but through the untiring efforts of President Morrison the debt was paid and the college received \$50,000 as an endowment.

#### STONE CHAPEL AND ITS INFLUENCE ON THE DEBT.

Not long after it was thought that the time had come to build a chapel which would furnish desirable rooms for music and also serve for our commencement gatherings. The Stone estate, which had been so generous in giving the college \$50,000, offered \$25,000 for a chapel. Stone Chapel was at once erected. The building cost more than was originally intended. The location of it necessitated the buying of some land adjacent, so that its completion left the college somewhat in debt.

#### BURNING AND REBUILDING OF STONE CHAPEL.

In the fall of 1882, after the building had been used but a few weeks, it was burned to the ground and, having been insured for only half its value, the loss to the college was over \$20,000. Considering the debt already on the college this calamity fell doubly hard. It was thought wise, however, to rebuild, and the present elegant structure was soon after erected upon the spot where the former chapel

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\* One missionary, to Turkey, deceased.

had stood. The building is regarded as one of the finest in the Southwest. The auditorium seats about 1,300 people comfortably. The lower part of the building is divided into recitation rooms, and in them most of the classes recite at present.

#### COLLEGE DEBT.

The rebuilding of Stone Chapel added much to the college debt, and this debt has for years been a great burden for the college to carry.

During the past two years the liabilities have been reduced from about \$60,000 to \$42,000, and when this difficulty is entirely removed a debt in connection with this college will be studiously avoided.

#### OTHER BUILDINGS ON THE CAMPUS.

*Dormitories.*—Two wooden buildings stand to the east of Stone Chapel, and are occupied by young men as dormitories. In connection with these buildings are boarding clubs for young men.

*Library.*—The library contains 20,000 volumes. There are in addition over 20,000 unbound pamphlets. In connection with the library is a reading room, in which are found the leading periodicals of the day. While many books of the library have been received as contributions, yet there are departments in which the library is of great value. When the late Dr. C. L. Goodell, of St. Louis, died, Mrs. Goodell gave to the library here his entire collection of books, numbering about 2,500 volumes of choice literature. The name of Dr. Goodell has been referred to twice in this article. No man did more than he to sustain President Morrison through many years of arduous toil, and when he died, a few years since, his church at St. Louis determined to perpetuate his name in connection with the college he had so loved. It therefore raised among its members \$25,000, and presented it to the college as an endowment for the chair of Greek.

*Museum.*—Facing another street, back of the library building, is the museum, a brick structure about the same in appearance as the library building. The college possesses very valuable collections in mineralogy, geology, and natural history, scientifically arranged by Professor Shepard. A rare collection of Lake Superior minerals (various forms and ores of copper, silver, gold, iron, etc.) of great worth, made by the late Dr. T. U. Flanner, surgeon of the Quincy mine, has been placed on permanent exhibition in the college museum.

#### COLLEGE CAMPUS.

Drury College occupies a campus of about 40 acres in a solid block. This block of ground is getting to be in a thickly settled portion of the city, although when the college was located here it was practically in the country. The grounds slope to the east and south, and are mostly covered with a beautiful grove of the native black oak. The

grounds occupied by the college are of great value, but are in large part deeded to the college in such a way as to require its permanent location on the grounds now occupied by it.

#### VALUE OF BUILDINGS.

The buildings are probably of about the following values:

Stone Chapel .....	\$45,000
Fairbanks Hall .....	30,000
Library .....	5,000
Museum .....	5,000
Spencer cottage .....	1,500
"Old Dormitory" .....	2,500
Professor's residence .....	2,000
Total .....	91,000

#### ENDOWMENTS.

In productive endowments there are—

Stone professorship of mental and moral philosophy .....	\$25,000
Goodell memorial professorship of Greek .....	25,000
Nickerson professorship of history .....	5,000
Funds not assigned to any chair .....	18,000
Total .....	73,000

This includes a small library fund and several scholarships which yield a small annual income.

#### RUNNING EXPENSES.

The expenses of the college, increased largely by reason of the interest on the debt, are such as to cause an annual deficit of about \$7,000. This amount is generously contributed by friends interested in the work. The trustees are making every effort to remove the debt and so increase the endowment as to make the college self-sustaining.

#### SPRINGFIELD.

Springfield is situated 240 miles southwest of St. Louis, on the St. Louis and San Francisco Railway. Several railways center here. Springfield is at the top of the Ozark Mountains, 1,356 feet above sea level. It is a city of 28,000 people and covers a large tract of land, so that it has broad streets and spacious lawns. The population is made up from all sections of the country. Many from the North and East have settled here within the past five years. The climate is regarded as healthful. The water supply is abundant and excellent.

#### THE PATRONAGE OF THE COLLEGE.

The local patronage for the college has always been large. Of the 78 graduates, 20 were residents of Springfield. The patronage of the



college, however, is by no means limited to this county or even State. Of the remaining 58 graduates, 3 are from Texas, 2 from Illinois, 2 from the Indian Territory; 1 each from Massachusetts, Louisiana, New Hampshire, Arkansas, Tennessee, Michigan, Kansas. In other words, 10 States have sent students here for a college course. These are not accidents. Were there added to this list those who have been sent here for one or more years the list would include nearly every State and Territory in the Union. In one year there were enrolled students from 23 counties in Missouri, and from 13 other States. The catalogue of the year 1888-89 enrolls 283 students. Of these 140 are from Springfield and Greene County. Twenty-five counties of Missouri and 11 States and 1 Territory are represented by the rest of the students.

#### REASONS FOR ITS WIDE PATRONAGE.

To claim that the college is so widely known because of its work alone is unfair. To say that such students come here because they are unable to get equal advantages at home is manifestly untrue. Several things have given the college these advantages, namely:

- (1) The superior climate.
- (2) The attention it has received through the wide acquaintance of the newer population of Springfield.
- (3) The fact that as a college in the Southwest it is unique—a New England college on new soil.
- (4) It has satisfied both North and South in being patriotic rather than sectional.
- (5) It is unquestionably true that it is the only institution for hundreds of miles southwest of St. Louis that has a high standard of scholarship, and that seeks to be a true college.
- (6) Then, too, its location at the gate of the great Southwest has struck many prominent men as being a guaranty that ultimately here will be a great college.

#### THE OPINION OF SOME REPRESENTATIVE MEN ON THE LOCATION.

Hon. Henry W. Blair writes, March 7, 1877:

I consider Springfield, Mo., to be one of the most important strategic positions with reference to the educational development of the country that can be occupied.

The Rev. A. D. Mayo, D. D., writes, in a letter to President Morrison, June 30, 1886:

The wisdom of planting Drury College there (in Springfield) has become more and more apparent to me with every week's journeying throughout this portion of the State. With no disposition to exaggerate your importance, or to do injustice to other schools, I can honestly say that I have nowhere found more thorough and satisfactory work in the class room, combined with a more catholic spirit and broader views, than at Drury College. I can only admire the fidelity and devotion with which you and your able corps of teachers are working, at great sacrifice of

personal reward, building up this excellent school on the broad basis of the Christian type of the new education, which is now the sovereign need of our American culture.

The Rev. G. H. Gould, Worcester, Mass., writes, November 8, 1875:

A three days' inside view of Drury College this present academic season on its commencement week convinced me that it occupies one of the most important strategical centers educationally in the whole West. It commands the natural gateway to that vast valley of empire which stretches west and south from the Mississippi and Missouri to the Pacific and the Gulf. Over all this area, which now contains 8,000,000 of souls, but at no distant day is to hold a population countless almost as the sands on the seashore, Drury College is the only institution of higher learning after the New England type maintaining successful existence.

#### STUDENTS IN REGULAR COURSES.

The college has made improvement in the last five years in no way probably so much as in the proportion of its students who are pursuing regular courses of study. The catalogue of 1888-89 registers but 38 out of 283 who are not in regular courses.

#### HOW FAR CONGREGATIONAL.

Drury College was organized under the auspices of the Congregational Church, and yet no church has any control over its management or its affairs. It was the purpose to avoid all sectarian doctrines, and no officer of the college is expected to influence the student in any way as to particular church connections or views. It was not necessary that the president even be a member of the Congregational Church until the chair was endowed with that as a "condition." The faculty has generally several denominations represented in its membership. At the present time the Presbyterians nearly equal in number the Congregationalists on the faculty.

Among the students the Presbyterians fully equal in number the Congregationalists, and the Methodists and Cumberland Presbyterians are numerous. Almost all the churches have representatives here, not excepting the Catholic and the Jewish. Members of the Romanist and Jewish faith are not required to pursue work in the study of the Bible if they prefer to be excused. Students are allowed to attend worship at the church of their choice. The college has always been regarded as strongly religious and many of its students have done excellent service for Christ. The college has received a large sum of money during its existence, and probably the greater portion of it came from Congregationalists; but people belonging to other churches have contributed liberally, notably members of the Presbyterian Church. It is doubtful, however, if much further help can be expected outside of the Congregational churches. The other denominations are already becoming interested in building up schools which shall be more directly under their supervision, so it appears

now as if in the future, more than in the past, Drury College will have to look to a particular church for its financial support.

#### RETAINS ITS TEACHERS.

Drury College has one other peculiarity which distinguishes it from many colleges. While its salaries have never been large, the purpose has been to hold its teachers as long as possible. Few colleges, started as this one was, can show an equal average time for its instructors. President Morrison remained from its organization up to January, 1888, and of the teachers secured early in the college history, several have remained four or five years—one ten years, another eleven years, another fourteen years; and of the present faculty, one completes his eighth year in June, while two others then complete their eleventh year.

#### CHANGE IN PRESIDENCY.

On the retirement of President Morrison January 1, 1888, the Rev. Francis T. Ingalls, D. D., of Emporia, Kans., was called to the presidency. Dr. Ingalls entered at once upon his duties and is now the beloved and respected head of the institution.

#### PRESENT FACULTY.

The faculty as at present constituted is:

Francis T. Ingalls, D. D., president, professor of mental and moral philosophy on the Valeria G. Stone foundation.

Miss Caroline W. Daniels, M. S., principal of the ladies' department and instructor in English literature.

Edward M. Shepard, A. M., professor of biology and geology and instructor in chemistry.

Frederic A. Hall, A. M., principal of the preparatory department and teacher of senior Latin and Greek.

Charles D. Adams, A. M., professor of the Greek language and literature on the Goodell memorial foundation.

Arthur P. Hall, A. M., Ph. D., professor of the Latin language and literature.

William A. Chalfant, professor of the piano and organ in the conservatory of music.

Arthur F. Amadon, A. M., professor of mathematics and physics.

Charles R. Jacob, A. B., professor of history and modern languages.

Miss Kate O'Donald, teacher of English language and literature in the preparatory department.

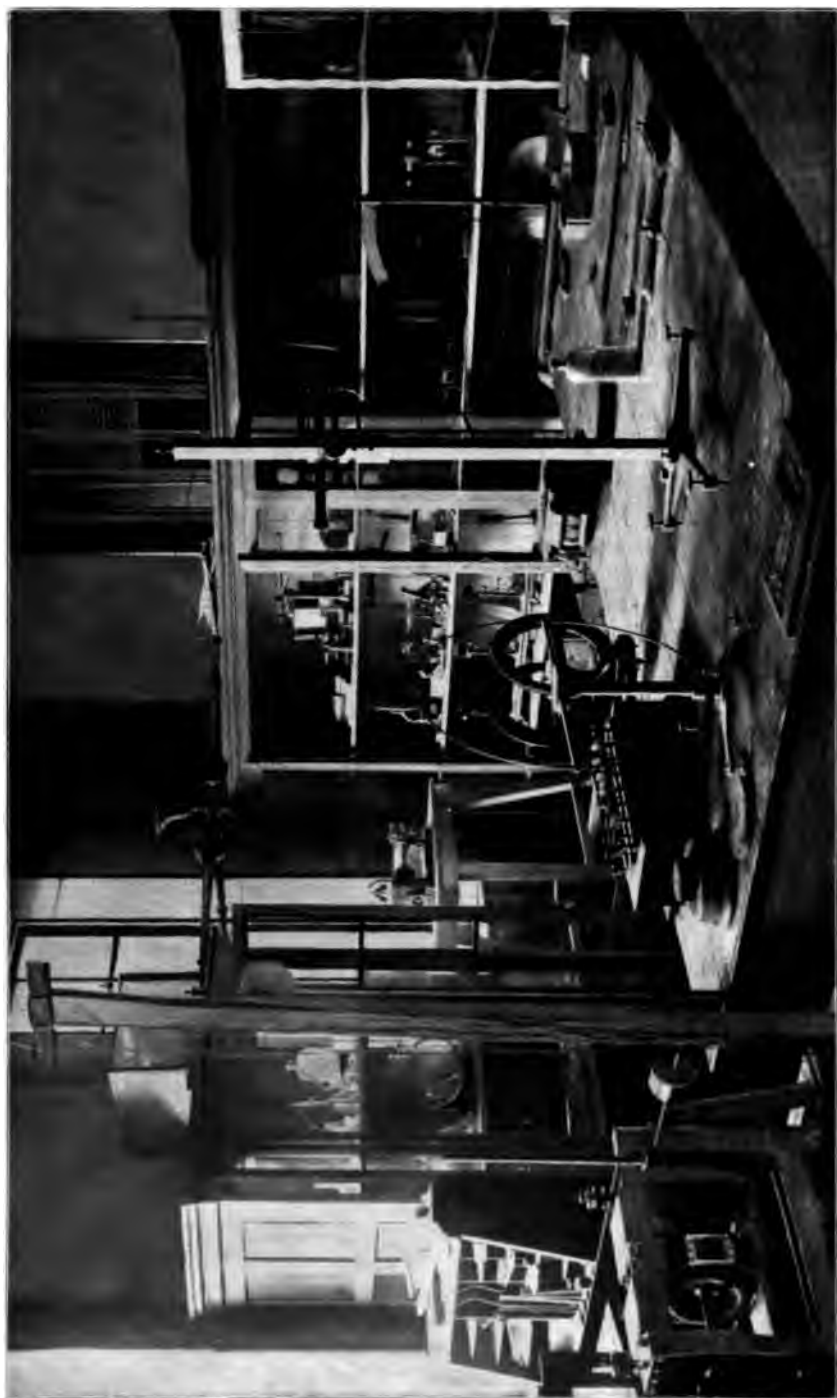
Elmer T. Blake, A. B., teacher of mathematics in the preparatory department.

\* ———, instructor in drawing and painting.

\* ———, instructor in vocal music.

Charles D. Adams, A. M., librarian.





APPARATUS ROOM, WASHINGTON UNIVERSITY.

## Chapter VI.

### WASHINGTON UNIVERSITY,

ST. LOUIS, MO.

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By MARSHALL S. SNOW.

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#### THE CHARTER AND CONSTITUTION.

On the 22d of February, in the year 1853, at the instance of Wayman Crow, esq., a member of the State senate, the legislature of Missouri granted a charter to an educational institution to be located in the city of St. Louis and to bear the name of Eliot Institute, in honor of the Rev. William G. Eliot, of that city.

This charter was a most liberal one. By its terms all property which the institute might at any time hold was to be forever exempt from taxation. The charter was to be perpetual, and no limitations of any sort were imposed excepting those which forbade any sectarian or partisan instruction.

The first meeting of the directors named in the charter of incorporation was held on the 22d of February, 1854. In deference to the wishes of the Rev. Dr. Eliot the name of the institute was changed. It had happened that the charter was granted on the 22d of February, the birthday of George Washington; the meeting of the board of directors for organization had come upon this same anniversary. So the change was made from Eliot to Washington Institute, which soon became Washington University, as the breadth of the foundation upon which these friends of education sought to build became more apparent.

It was determined from the very start that the new institution should be free from any sectarian or party spirit.

By the eighth article of the constitution, "no instruction either sectarian in religion or partisan in politics shall be allowed in any department of the university, and no sectarian or partisan test shall be used in the election of professors, teachers, or other officers of the university for any purpose whatsoever. This article shall be understood as the fundamental condition on which all endowments, of whatsoever kind, are received." The constitution also declares the articles now quoted "not subject to alteration at any time;" but to

guard against all encroachments in this important particular the directors have obtained from the general assembly an amendment to the charter by which said article is incorporated in the same, and thereby placed beyond the power of any future board of directors. The act of amendment, approved February 12, 1857, declares:

SEC. 2. No instruction either sectarian in religion or partisan in politics shall be allowed in any department of said university, and no sectarian or party test shall be allowed in the election of professors, teachers, or other officers of said university, or in the admission of scholars thereto, or for any purpose whatever.

SEC. 3. It shall be the duty of the board of directors of said university, upon being informed of any violation of the second section of this act, forthwith to institute an inquiry into the charge or charges that may be preferred in respect thereof by any credible person in writing against any officer of said university, and if it shall appear that any officer of said university has violated the second section of this act the board of directors shall forthwith remove any such person so offending from any office which he may then fill in any department of said university, and such person so removed shall be forever thereafter ineligible to any office in said university.

SEC. 4. In case the board of directors, upon being notified in writing by any credible person of a violation of the second section of this act, shall refuse or neglect to investigate the charges thereupon preferred against any officer of said university, it shall be competent for the St. Louis circuit court or the St. Louis court of common pleas to compel the board of directors, by mandamus, to perform their duty in investigating such charge and to show their performance of such duty to the satisfaction of the court having cognizance of the matter, and all proceedings under this section shall be summary and conducted to a conclusion with as little delay as possible; and the power hereby given to said courts may be exercised by the judge of either of said tribunals in vacation.

The letter and the spirit of these articles have been strictly observed by all who have had any share in the government of the university.

Another provision in the charter, of great importance to the financial interests of the institution, was that already alluded to which forever exempts from State, county, or city taxation all property owned by the university of any sort whatever, the income of which is used for educational purposes. This provision has been placed beyond any discussion or denial by a decision of the Supreme Court of the United States confirming to the university this great privilege.

#### THE FIRST BOARD OF DIRECTORS.

This board was composed of the following well-known and influential citizens of St. Louis thirty-five years ago: Christopher Rhodes, Samuel Treat, John M. Krum, John Cavender, George Partridge, Phocion R. McCreery, John How, William Glasgow, jr., George Pegram, Nathaniel J. Eaton, James Smith, Seth A. Ranlett, Mann Butler, William G. Eliot, Hudson E. Bridge, Samuel Russell, and Wayman Crow. Of these only two are now living—Hon. Samuel Treat, who resigned his seat on the board a few years ago, feeling unable, on account of age and increasing infirmities, to do longer service, and William Glasgow, jr., who resigned more than twenty

years ago. Several of the members of this first board of directors served the university most faithfully as long as they lived, and were at the same time among its most liberal benefactors.

At the meeting for organization February 22, 1854, the following were chosen officers of the board: William G. Eliot, president; Wayman Crow, vice-president; Seth A. Ranlett, secretary; John Cavender, treasurer. Six years later Mr. Cavender resigned and Mr. Ranlett was both secretary and treasurer from that time until his death in 1881.

At this meeting, too, came the first contributions in land and money to the endowment of the new institution, amounting in all to \$80,000. The first building of the university, the south wing of the present structure on the corner of Washington avenue and Seventeenth street, had not then been commenced.

#### THE FIRST SCHOOL.

The first school, from which grew the many branches of the present university, was in operation a year before the charter was obtained. It consisted of about 30 boys under the direction of Nathan D. Tirrell. In the winter of 1854-55 the first work really done under the charter of 1853 was the opening of an evening school for boys in an old building on Sixth street. This school was called the O'Fallon Polytechnic Institute in honor of Col. John O'Fallon, for years one of the university directors, and was in charge of Messrs. Jeremiah D. Low and Nathan D. Tirrell. Both of these gentlemen had been successful teachers in the public schools of the city, and under their care and through the influence of their personal character a tone of faithful and earnest work was established from the very beginning. This evening school and the day school were carried on together by the same teachers until, in September, 1856, the new building on Seventeenth street was completed and occupied by the latter. The evening school was sustained for several years by the university, and at length, by a special arrangement, the entire burden of this school was assumed by the public school board. During the first year in the new building 108 students were enrolled. This school, the forerunner of the present Smith Academy, a secondary school of the university, was the real beginning of Washington University.

#### THE FORMAL INAUGURATION OF THE UNIVERSITY.

This took place on the 23d of April, 1857. The leading feature of the day's exercises was an oration by the Hon. Edward Everett, upon academic education, delivered in Mercantile Library Hall to a large and enthusiastic audience. Addresses were also delivered by Dr. Eliot, president of the board of directors, James D. Low, principal of the academy, Hon. John How, Hon. Samuel Treat, and Reverend Dr. Post. A little later in the year a building was erected for the



chemical laboratory, and Dr. Abram Litton was made professor of chemistry, which chair he still holds.

The chair of mechanics and engineering was filled by the appointment of Prof. J. J. Reynolds, afterwards an officer of distinction in the Federal Army during the civil war, and now brevet major-general, United States Army.

In 1858 work was begun upon a building on the corner of Seventh and Chestnut streets for the use of the O'Fallon Polytechnic Institute, which it was the purpose of the board to make the scientific department of the university. The land for this building was given by the Hon. John How. The progress of this enterprise was slow and difficult and much delayed by the outbreak of the war, so that nine years elapsed before the building was finished. Its cost was more than \$350,000; but this splendid building was soon found to be entirely unsuited to the needs of the university work. The situation was not at all convenient, the internal arrangement was bad, and its possession was a burden to the university. During the summer of 1868 a proposition was made by the public school board for the purchase of this building, and the sale was made, the school board agreeing, as one of the terms of the purchase, to maintain according to the original intention the polytechnic evening schools. This building, commonly called the Polytechnic Building, is now used by the public library, the branch high school, and the offices of the board of public schools.

Soon after the formal inauguration of the university in 1857 the college was organized, and the first college class was graduated in 1862. A portion of the main building on Washington avenue and Seventeenth street, of which the academy building formed the south wing, was erected in 1858 and used for college classes. By the plan of organization of the university all internal affairs in all departments were to be under the general supervision of a chancellor, the devising ways and means and the care of the finances being in the hands of the president and board of directors.

Joseph Gibson Hoyt, then occupying the chair of mathematics in Phillips Academy, Exeter, N. H., was elected to the high position of chancellor of the university December 17, 1858, and assumed the duties of the office in February, 1859. Chancellor Hoyt was then in the forty-fifth year of his age. From his youth he had shown himself a person of great versatility and ability. Fitting at Hopkinton, N. H., and at Andover, Mass., teaching also during a portion of the time, he entered Yale College in 1836. His college course was marked by "superior scholarship, independence of character, and originality of thought and expression." Graduating with high rank, he taught a year at Plymouth, N. H., and then accepted a chair in the academy at Exeter, N. H., where he remained nearly eighteen years, and where his name is now held in high honor by all who remember his rare *qualities as a man*, as well as his high ability in his chosen profession.

Fortunate indeed was the choice which placed in his hands the guidance of the young and unformed university. "His native judgment, strengthened by long experience in practical instruction and his wide range of study, peculiarly fitted him to coordinate departments into their due relations and to mature a system of university education adapted to the conditions of Western life, and his high administrative abilities enabled him to carry into successful execution the plans which his sagacity had originated."

In May of the first year of Chancellor Hoyt's administration was established a school for girls, called Mary Institute, which was opened the following September under the principalship of Prof. Edwin D. Sanborn, formerly of Dartmouth College. On the 9th of March, 1860, the law department was established under the name of the St. Louis Law School. The outbreak of war, however, in 1861, delayed the opening of this department, and it was not until 1867 that its organization was complete and its first classes taught.

On commencement day in June, 1862, the first college degrees were conferred by Chancellor Hoyt, who was even then struggling with the disease which ended his useful life on the 26th of November of the same year. The death of Chancellor Hoyt was nothing less than a calamity to the young institution, which seemed hardly able to survive the trials and hardships into which the State of Missouri and all her institutions were plunged during this early period of the civil war. The number of students was greatly reduced; fewer instructors could be employed; the various departments were with great difficulty maintained. But the end of the war brought increase of population and renewed prosperity to St. Louis, and fresh vigor was infused into the life of Washington University.

In the meantime William Chauvenet, professor of mathematics, was chosen to succeed Chancellor Hoyt, and was formally inaugurated in June, 1863. Chancellor Chauvenet was a man of the highest character, of broad culture, and of wide reputation as a mathematical teacher and writer, and the university seemed destined to rapid progress under his able management. Failing health, however, frustrated all the hopes of his administration, and its last years were, on his part, only a struggle for life. This struggle ended in December, 1870, and his death was mourned on two continents as a loss to science and to the cause of education. Rev. William G. Eliot, D. D., the president of the board of directors, was at once made acting chancellor, and in February, 1872, was inaugurated chancellor.

In the meantime the university had been broadening its courses of study and adding to its departments. On the 16th of October, 1867, the law school department of the university, known as "The St. Louis Law School," established in 1860, was formally opened to students.

February 22, 1868, the fifteenth anniversary of the granting of

the charter, the sum of \$25,000 was given to the university as a part of its permanent endowment by four brothers, Messrs. John P., William B., M. Dwight, and Thomas F. Collier. The disposition of the income was left to the directors, subject only to the request "that until the board of directors shall officially determine a different employment of it to be required for the well-being of the institution, it shall be applied to the university professorship of Greek, in grateful recognition by his former pupils of the fidelity, learning, and ability with which the present incumbent of that chair has for years past discharged its duties." The incumbent of the professorship referred to was Prof. Sylvester Waterhouse, who still occupies the chair of Greek.

In 1869 courses of study leading to professional degrees were adopted in civil and mechanical engineering and in chemistry. In 1870 a fourth year was added to these courses; in 1871 a course was opened in mining and metallurgy, and in June of the same year the first professional scientific degrees were conferred, viz, five degrees in civil engineering.

The year 1870-71 was one of large additions to the material resources of the university. The capacity of the building on Washington avenue was more than doubled by an extension toward the west and a new roof with an additional story. More than \$250,000 were given for buildings, apparatus, and endowments.

In 1878 increasing need of more room for Mary Institute, the school for girls, was met by the erection of a handsome and commodious building on the corner of Locust and Beaumont streets, at a cost of nearly \$100,000. In 1879 the academy, the real beginning of the university, was removed from the wing of the main university building to new quarters two squares farther west. This change was made possible by the generosity of James and Persis Smith, in recognition of which this department of the university has since been known as Smith Academy.

During the year 1879-80 was erected, by gift of the Hon. Wayman Crow, a beautiful building for a museum of fine arts, containing also a fine hall for lectures and public exercises, at a cost of \$135,000, on the corner of Lucas place and Nineteenth street.

Still another department was established in 1880, the manual training school, and a building erected for its uses at the corner of Washington avenue and Eighteenth street. The ordinance establishing this school was adopted June 6, 1879. In this school instruction is given in mathematics, drawing, the English branches usually taught in the high schools, and in the use of tools for working in wood and iron. Those who choose may also pursue such a course as will qualify them for admission to the Polytechnic School. Edwin Harrison, esq., one of the university directors, gave the building, and Messrs. Samuel Cupples and Gottlieb Conzelman, with some contributions from public-spirited citizens, the endowment fund and the furnishing of the shops

and study rooms. The original building soon became inadequate to the needs of the school, and in 1882, chiefly through the liberality of Messrs. Ralph Sellew and G. Conzelman a large addition was made, thus doubling its capacity.

In June, 1885, Mr. Henry Shaw, of St. Louis, authorized the chancellor of the university to place before the board of directors a plan of action for the establishment of a school of botany, as follows:

That he proposed, with the concurrence of the directors, to endow a school of botany as a department of Washington University, by donation of improved real estate, yielding over \$5,000 revenue, and to place it in such relation with the largely endowed Missouri Botanical Garden and Arboretum as would practically secure their best uses for scientific study and investigation to the professor and students of the said school of botany in all time to come.

At the meeting of the board of directors held June 8, 1885, the following resolutions were therefore offered in grateful acceptance of Mr. Shaw's proposal:

1. That a school of botany be established as a special department of Washington University, to be known as the Henry Shaw School of Botany.
2. That a professorship of botany be therein established, to be known as the Engelmann professorship.
3. That Prof. William Trelease, of the University of Wisconsin, be invited to fill the same; his duties to begin at the commencement of the next academic year, September 17.
4. That said school of botany be placed under the special care and direction of an advisory committee, to consist of five members, of whom two shall be members of this board, and two shall be selected outside of the board, the chancellor of the university being a member *ex officio*.

This report was accepted and the resolutions unanimously adopted. The record of such action was then submitted to Mr. Shaw and approved by him.

Such is, very briefly stated, the history of the origin and growth of the several schools which have been organized under the broad and liberal charter of Washington University. Of those departments which may properly be called secondary or fitting schools the scope of this paper does not allow any extended mention. It is enough to say that Smith Academy offers courses of study and such thoroughness of instruction as enable its pupils to fit successfully for any American college or polytechnic school; that the manual training school is able to train its boys to a good knowledge of the use of tools and to fit them for the polytechnic school of the university, and by its somewhat novel features to commend itself as an important addition to the variety of instruction now at the command of the boy who is willing to work; and that Mary Institute affords opportunities unequalled in the West for general culture and for preparation for college, if such a course is desired.

The principal or director of each of these schools is held responsible for its success and is given the authority and independence which

should always go with such responsibility. Behind them all is the support of the university, moral and financial. The connection is close enough to be of service; the independence sufficient to give room for individual energy and activity.

#### ORGANIZATION OF THE UNIVERSITY.

The general interests of the university are in the hands of the board of directors. They find the necessary means for carrying on the work of the various departments, determine all questions concerning the disposition and management of the general funds and endowments, fix rates of tuition and salaries, and confirm or reject all nominations to fill vacancies in the various faculties or corps of instructors. The president of the board is the head of the university in matters of finance and business. The board fills its own vacancies. The chancellor, elected by the board of directors, is the educational head of the institution. The greater part of his time is given to the interests of the undergraduate department, but he is *ex officio* the head of every department.

The college and the polytechnic school, which together make up the undergraduate department, have each a dean as chief executive officer, next to the chancellor, as also has the law school. The school of botany and the school of fine arts are managed by directors.

The university, not to mention now the secondary schools, comprehends:

I. The Undergraduate Department, including the college and the polytechnic school, Washington avenue and Seventeenth street.

II. Henry Shaw School of Botany, 1724 Washington avenue.

III. St. Louis School of Fine Arts, Lucas place and Nineteenth street.

IV. St. Louis Law School, 1417 Lucas place.

These departments will be discussed briefly in the order mentioned above.

#### I. THE UNDERGRADUATE DEPARTMENT.

##### (1) THE COLLEGE.

The college was the first of the higher departments of the university to grow out of the germ of all—the academy. It was organized in 1859, and its single course of study led to the degree of bachelor of arts. This degree, as has previously been said, was first conferred in 1862 upon a class of 5 young men. The details of its management were then under the immediate supervision of the chancellor.

In 1871 a registrar was appointed to act as the representative of the chancellor in the management of the college, keep the records of scholarship, etc., and in 1877 the office of dean of the college faculty was created, which superseded that of registrar and somewhat broadened its duties.

In 1880 a course of study leading to the degree of bachelor of philosophy was offered to students of the college. This course was substantially the course in arts, with a substitution of physics and chemistry for the required Greek of the latter, and with a tendency toward scientific studies during the later years of the course.

For admission to these courses a high standard of requirement has always been maintained, as may be seen from the following statement copied from a published circular of information:

#### I. FOR THE COURSE IN ARTS.

1. *Elements of English*.—Neat and readable handwriting, spelling, punctuation, use of capitals, proper construction of sentences, clearness and conciseness of expression.
2. *Arithmetic*, including the metric system of weights and measures.
3. *Algebra*, including equations of the second degree.
4. *Elementary, plane, and solid geometry*.—Wentworth's *Geometry* or its equivalent.
5. *Latin*.—Grammar, 4 books of Cæsar, 7 orations of Cicero, and 6 books of the *Æneid* of Virgil.
6. *Greek*.—Goodwin's *Grammar and Reader*; or grammar, 4 books of the *Anabasis*, and 3 books of the *Iliad*.
7. *Modern language*.—Either French or German, at the option of the candidate; such facility in reading prose and such knowledge of the grammar as can be acquired in one year of careful study in the preparatory school.
8. *History*.—Of the United States and of England, such as is found in any general history intended for the use of high schools; of Greece and Rome, such as is found in Pennell's or Smith's small histories.

#### II. FOR THE COURSE IN PHILOSOPHY.

The requirements for this course are the same as for the course in arts, except that in the place of Greek, the candidate is to be examined in elementary physics. The old-fashioned classification into seniors, juniors, sophomores, and freshmen is employed. Much of the work is required, but certain election of studies is possible, with the advice and consent of the faculty. The opportunities offered in the various branches of study will be made clear in the following quotations from a recent report of the dean. In referring to the two courses the numerals I and II are used, respectively, for the courses in arts and philosophy.

*Latin*.—The study of Latin is required in both courses during the freshman and sophomore years. Portions of Livy and the odes of Horace occupy the freshman year; Cicero and selections from Juvenal, Plautus, and Terence, the sophomore year, each class reciting four times a week. Latin may, however, be pursued as an elective study during the remaining years of the course, and for several years juniors and seniors have formed classes for more advanced work in that study.

*Greek*.—Greek is required in Course I during three terms, or until the middle of the sophomore year. It is then an elective study, but a large majority in every class continue the study of Greek until the end of the year, often taking the alternative study as an extra; and a portion of every junior and senior class has, of late years, taken Greek with much apparent interest and profit. The Greek historians, Homer, Sophocles, *Æschylus*, and the great prose writers, Isocrates and Demosthenes are studied during the years when this work is required, the course being varied somewhat year by year as may seem best.

*Modern languages*.—Sufficient knowledge of either German or French to read ordinary prose with the aid of a dictionary is required of all candidates for admission to the freshman class. Three exercises a week in French are given during

the freshman year to those who presented German for admission, and the same in German to those who were prepared in French. All take up German again at the beginning of the sophomore year and continue its study through the junior year, with three exercises a week. The reading of French authors is also continued with two recitations a week from the beginning of the sophomore year until the end of the course in connection with the work in history. Lectures on German and French literature are given during the second term of junior year, upon which students are examined in writing. The aim in the work in modern languages is (1) to enable students at graduation to read easily at sight any ordinary German or French work; (2) to instruct them in the history of the rise and development of the literature of those languages, and (3) to make easy the acquisition of a speaking knowledge of them if desired. We think it safe to say that in general the results are entirely satisfactory.

*English.*—Six lectures on the elements of ethics are given to the freshmen in the first term, of which they are required to make careful abstracts as a part of their work in English composition. During the remainder of the freshman year the class writes once in two weeks a composition on some subject suggested by a course of outline lectures on English literature. Writing compositions is a part of the required work of the first term sophomore year, and in the second term abstracts are required of lectures on French literature. These abstracts are criticised as exercises in English composition. This work is required of both college and polytechnic classes through the first two years of the course. The college juniors pursue the study of rhetoric and early English three times a week during the first term, and write during the year themes upon subjects assigned by the professor in charge. The senior class has three exercises a week in English literature throughout the year. Much of this work consists of studies of authors and preparing and reading before the class critiques upon such writers or periods as may be studied. This written work takes the place of the usual theme or forensic writing. The freshman and sophomore classes are required to take lessons in elocution weekly during the year. The exercise consists of declamation and reading from standard English authors.

*History.*—Some historical work is done by every class as a part of the required work of the year. A study of the Constitution of the United States is the work of the first term of the freshman year, preceded by a short course of lectures upon the circumstances attending its adoption. The second half of the year is devoted to the study of some period in the history of England. The sophomore year is given to the earlier history of France, with both English and French text-books and with lectures. The second term a careful study is made of that period of French history from the death of Louis XIV to the fall of Napoleon. Constant reference is made to original authorities so far as the means at hand will allow. Bryce's *Holy Roman Empire* is the book upon which the historical study of the first term junior year is based. Other books upon this subject, especially hand-books of German history, are constantly in use, and selections from *Mme. De Staël's De l'Allemagne* are read in the original twice a week. The second term is occupied with a course of sixteen lectures upon the literature of France, with frequent written examinations, followed by a course of ten lectures on Eastern Europe. The seniors study the first term the English constitution, and also, after the comparative method, the constitutions and governments of the chief nations of Europe. Twelve lectures on the elements of international law and a review of general European history follow. The work of this year is carried on with both recitations and lectures. The topical plan is used as much as possible in all the college work in history. The interest and profit of the historical work is much assisted by the constant use of photographic slides, of which there are now in use *about 3,000, consisting of views of places of historical interest, and several hundred fine portraits of historical characters.* These are used freely at all stages of

the historical work, and have been found of real and permanent value without in the least lowering the dignity of the work.

*Philosophy.*—Under this head may be included the required logic of the second term junior year and the required metaphysics and ethics of the first term senior year with recitations and lectures. The study of metaphysics is based upon the treatise of ex-President Noah Porter, but other writers are discussed and the modern philosophical systems explained. The instruction is in the form of lectures and recitations and discussions, in which all in the class participate. Ethics is taught in a course of about twenty lectures of which notes are taken and upon which written examinations are held. The interest in this work manifested by our seniors, year by year, is most gratifying.

*Political economy*, as a required study, is also taught, with four exercises a week the second term senior year. In this work a text-book is used for the sake of convenience, but all systems are fully and freely discussed upon their merits. Constant reference is made to the work of such writers as Rogers, Mill, Carey, Perry, Walker, and others of different shades of opinion in regard to the leading principles discussed. In short, the attempt is made to give a practical turn to this work, which will make it of real use to the students in after life, as well as a method of mental discipline while in college.

*Physiology and anatomy.*—A course of eighteen lectures is given to the senior class during the second term. Charts, the human skeleton, and subjects from the dissecting room are studied carefully, and a practical bearing given to the whole work. Written examinations are held several times during the course.

*Mathematics.*—Solid geometry, higher algebra, trigonometry and analytical geometry are required studies in both courses, covering two years' work. Integral and differential calculus and applied mechanics may be studied during the junior and senior years, and there are always some who go on with this work. In all the work in pure mathematics no distinction is made between the college and the polytechnic classes, both receiving their instruction from the same teachers and usually in the same classes. Mechanics is an elective study in both courses. Astronomy is required during the senior year, first term, in both courses. In this study the professor in charge makes use of the observatory of the university and of the astronomical instruments now available, and also, for purposes of illustration, of a complete set of photographic reproductions, some 300 in number, the property of a member of the faculty, to be used with the lantern, and made in London expressly for this purpose.

*Physics.*—The study of physics is required for one term only in course I, viz, the second term sophomore year; but the opportunity is given of carrying on this work as an elective study during the two remaining years of the course. Nearly all students take at least one term's work after that which is required is finished, and there are always some who go on farther still. In course II physics is a required study during the freshman year and the first term sophomore year, running parallel with the Greek in course I, for which it is a substitute. Its study may be continued, however, as an elective throughout the course.

*Chemistry* is required the first term junior year in course I and the whole of the sophomore year in course II. It may also be pursued as an elective after the required work is finished. As a matter of fact, seldom does any student who has had one term's work in theoretical chemistry fail to take, either as an elective or an extra study, at least one more term for laboratory practice.

*Mineralogy and geology.*—Lectures and recitations on this subject belong to the work of the second term junior year in course I and to the second term sophomore year in course II, these classes being united for this purpose with the sophomores of the polytechnic school. The large and valuable collections of the department of mining and metallurgy are at the disposal of the class in this work. An opportunity is also given for the study of botany and zoology to such as desire to pursue



these branches. Largely increased facilities for prosecution of these studies have resulted from the recent establishment of the Henry Shaw School of Botany.

*Examinations.*—Written examinations are held in all departments of study, usually as often as once a month, and written work is of almost daily occurrence. Examinations in writing are required upon all courses of lectures when this method of instruction is employed, at various stages of each course and at its completion. Thoroughness and quality, not quantity, are insisted upon by all the members of the corps of instruction as the essential things.

*Summary.*—A careful consideration of the above statement, which aims to tell not what it is desirable to do, but what is really done in the various directions of the work, will show how broad is the plan and how varied are the opportunities given to every student in the college. To sum up briefly:

1. He may study Latin, Greek, and mathematics—by many persons, even now, supposed to be the only branches studied in a college—throughout the required period, say two years, and then drop one or all of these and turn his attention to physics, chemistry, and other so-called practical studies, or to literary work.

2. He may continue his classical studies throughout the four years' course, taking mathematics or not, as he pleases, and continuing the study of French and German also through the senior year.

3. Whichever of the above courses he may choose to pursue, it will always include the study of modern languages, history, modern literature, and some work in physics, chemistry, mechanics, and astronomy.

4. He is able when graduated to read easily and with pleasure German and French; he has laid such a foundation in history, general literature, and the practical sciences, that he is prepared after graduation to select intelligently his future line of work or study, and to pursue it with a degree of satisfaction and a prospect of success which could hardly be possible without such preparation.

From the above statements it will appear that the faculty of the college regard the work of that department as necessarily preparatory in character; that the pursuit of certain studies is, in their judgment, essential in order that a young man may be truly liberally educated; that such studies are, nevertheless, not exclusive, and that a well-arranged curriculum will admit of a judicious choice of other studies within certain carefully defined limits; in short, that the work of the college is not that of a professional school, nor of a training school for specialists; its aim is to lay a broad and generous foundation upon which such professional and special work may be based. This, we are sure, is a correct statement of the views which the faculty of the college of the university have held upon this subject for years, and in accordance with which the work has been carried on.

Such is the work which the college of Washington University tries to do. Those who know best its character and who can compare it honestly and fairly with work of like character done elsewhere do not hesitate to say that comparisons need not be feared. The testimony of those who have fitted themselves here for professional or other work in active life will sustain this assertion.

#### COEDUCATION.

Students are admitted to the college, and to the polytechnic school if they so desire, without distinction of sex. Including those graduated in 1876, the first year when college degrees were granted to women, 9 women have received the degree of A. B. and 3 that of B. Ph. There are now, October, 1890, 14 young women in the 4 college classes. The law school, it may be said in passing, is also open to both sexes alike, 1 woman having taken the degree of LL. B. in the class of 1871. No evils have come from this policy. The most of the

students live in their own homes, and there are no dormitories, so that any influences that can be ascribed to the presence of women in the classes are good ones.

## (2) THE POLYTECHNIC SCHOOL.

From the very beginning the plan of Washington University included courses in pure and applied science. As has been stated already, the name "polytechnic building" was given to the structure erected in 1858-59, and the branch of the university to be established there was to be called the O'Fallon Polytechnic Institute, in honor of John O'Fallon, one of the earliest and strongest friends of the institution. Special classes for scientific instruction were organized from time to time, but no systematic plan was adopted until 1869, when professional courses in civil and mechanical engineering and in chemistry were organized.

This was followed in 1870 by an extension of the courses from three to four years before the granting of professional degrees. Then came, in 1871, the establishment of the course in mining and metallurgy, and in 1886 the complete separation of the civil and mechanical engineering courses, the name of the latter being at the same time changed to dynamic engineering. In 1885 the time needed to complete professional courses and obtain professional degrees was extended to five years, although until 1889 the degrees of bachelor of engineering and bachelor of chemistry were granted at the end of the fourth year. This was done in justice to those who had begun professional courses with the expectation of a diploma at the end of a four years' course. No professional degree is now granted until the course of five years has been completed in a satisfactory manner.

The requirements for admission are high and are rigidly insisted upon. The following statement will show their general character:

*Elements of English.*—Neat and readable handwriting, spelling, punctuation, use of capitals, proper construction of sentences, clearness and conciseness of expression.

*Arithmetic*, including the metric system of weights and measures.

*Algebra*, including equations of the second degree.

*Elementary plane and solid geometry.*—Wentworth's Geometry or its equivalent.

*Languages.*—Two of these 3 languages, as may be preferred: (1) Latin grammar and 3 books of Cæsar; (2) French grammar and reader; (3) German grammar and reader.

*History.*—Of the United States and of England, such as is found in any general history intended for the use of high schools.

*Physical geography.*

*Elementary physics.*—Gage's Physics or some similar work.

*Drawing.*—(a) The ability to make a free-hand sketch in outline of simple objects; (b) A knowledge of the use of mechanical drawing instruments and of the elements of geometrical drawing.

The work of the freshman and sophomore years is general in character and intended to be a preparation for the professional courses which follow. This preparatory work is, as far as possible, carried on in connection with college classes. In mathematics, modern languages, and all work in English and history the college and polytechnic school classes are united, or at any rate pursue the same studies under the same instructors.

What has been stated above, therefore, as to college work in those branches during the freshman and sophomore years is true of that in the polytechnic school.

The regular courses of study and instruction in this department are 6 in number, viz:

1. A course in civil engineering.
2. A course in dynamic engineering.
3. A course in chemistry.
4. A course in mining and metallurgy.

These are courses leading to the corresponding professional degrees. Besides these have recently been established the following:

5. A general course in science and literature.
6. A course extending into special studies and investigations in pure and applied science.

These are intended for such students as wish to pursue general scientific courses, and who do not intend to become engineers or chemists, and lead, respectively, to the degrees of bachelor of science and master of science.

The course in civil engineering includes all those subjects which are taught in the best technical schools, such as topographical surveying; the location and construction of railways; foundation, and all kinds of bridges and roofs, discussed analytically and practically; the construction of girders, arches, columns, and trestles; the strength and elasticity of materials; the construction of reservoirs and waterworks; the flow of water in natural and artificial channels; improvement of rivers and harbors; the construction of streets and highways.

Special attention is paid to hydraulics, water supply, and sewerage, to river hydraulics in particular, and to river improvements. The situation of the school upon the bank of a great river makes such studies especially pertinent and valuable.

In the course in dynamic engineering are carefully taught the principles of mechanism, the details of machines, and methods of transmitting energy; steam and gas engines of various types; furnaces, and the theory and actual results of combustion; water wheels and propellers; windmills and fans; pumps and hoists; electric dynamos and motors; electrodynamics and thermodynamics.

The aim of the course is to ground the student thoroughly in the mathematical and physical sciences which underlie the practice of his profession, to train him in applying this knowledge to the solution

of typical engineering problems, and to acquaint him as far as possible with the results of experience as embodied in the best modern practice.

For the special uses of these two departments of engineering work the university has 2 testing machines, one working up to 10,000 pounds and the other to 100,000 pounds, both adapted to testing materials in tension, compression, and cross-breaking. The larger machine has been purchased for the special use of the students in the fifth year in connection with their studies on the constitution and strength of engineering materials of all kinds. A considerable amount of commercial work is done on these machines, a small fee being charged, which goes toward paying the expenses of the testing laboratory. In addition to these commercial tests series of tests are made on many kinds of materials and for various purposes, such as the following: (1) tests of wood and iron to prove the truth of the theoretical formulas in tension, shearing, compression, and cross-breaking; (2) tests to determine the ultimate strength, modulus of elasticity, elastic limit, elongation, contraction, and resilience of various kinds of materials; (3) time tests on wood to determine the effect of a continuous load; (4) tests of cast iron of various mixtures to determine the influence of composition on the ultimate strength.

In addition to the above the laboratory contains a latest improved Fairbanks cement-testing machine, which is used for testing different kinds of hydraulic cement under varying conditions. There are also in the laboratory all the machinery necessary for shaping specimens in wood or metal, and a small engine which supplies all the necessary motive power.

The aim of the course in mining engineering is to give a thorough knowledge of the theory and practice of those operations in mining and metallurgy which play such an important part in the development of the resources of our country.

It is evident that few, if any, places in the country possess so many and so great advantages for the successful working of such a department as the city of St. Louis, a great and growing commercial and manufacturing center, in the midst of and within easy access of nearly all varieties of mining and metallurgical operations.

The plan of instruction includes lectures and recitations on various subjects pertaining to the course; practical work in the physical, chemical, and metallurgical laboratories; field work in geology, etc., projects, estimates, and plans for the establishment of mines and metallurgical works; examination of, and reports on, mines and manufacturing establishments.

The collections for illustration are large, and the assay laboratories are completely furnished with everything necessary for practical work in the assay of ores of the various metals. The situation of

St. Louis is such as to afford exceptionally fine opportunities for visits to mines and smelting and manufacturing establishments.

During the last two years a metallurgical mill connected with this department has been in successful operation. This mill is used for the sampling of ores and mineral substances, the testing of ores, etc., on a commercial scale by any process of treatment, whether for concentration or extraction, and for testing by practical trials of all kinds of mining and metallurgical machinery. It constitutes a complete working laboratory on a commercial basis where the students in mining and metallurgy, under the direction of skilled and experienced instructors, are required to take a full practical course during the fifth year.

In the course in chemistry all facilities are offered for gaining a thorough knowledge in both the organic and inorganic branches. In general, the European plan of instruction has been adopted, and students of highest proficiency are graduated.

The student enters the qualitative laboratory after having attended the lectures on general or theoretical chemistry, illustrated by experiments. The course of analysis has been arranged to cover as wide a field as possible. Especial stress is placed upon the analysis of minerals and the products of chemical technology. The student in chemistry is also required to familiarize himself with the principles of physics and to attend lectures and practical exercises in mineralogy, lithology, and blowpiping.

Large and spacious laboratories afford ample working room for a large number of students. Their excellent ventilation and their completeness of outfit offer rare inducements to those desiring to make a special study of chemical science. The text-books in use are the standard ones. Access to the literature of the science as it is embodied in the original memoirs in the various chemical journals is afforded through an extensive chemical library.

#### VACATION WORK.

This is made a special and an important feature of the training given by the polytechnic school of Washington University.

Every student is required during the vacations following the freshman and sophomore years to prepare reports upon some subjects assigned by the faculty.

Surveying is taught to all polytechnic sophomores. They learn the use of surveying instruments of all kinds, together with the latest field practice in land and topographical surveying. On the 1st of June the class goes into the field for four weeks and makes extended land and topographical surveys. This work includes the measurement of a base line; selecting the stations and measuring the angles of a system of triangulation; the determination of the elevations of a series of bench marks by duplicate lines of levels; a general topographical

survey, with careful determination of the contour lines, over an area of about two square miles, by means of the transit and stadia; the running out of property lines, by compass and chain, and computing irregular areas; astronomical observations for azimuth by the transit and also by the solar attachment.

The topographical survey is plotted, and each member of the sophomore class makes a complete topographical map of the region finished in ink, in the field.

For the field survey the class goes to some distant region, where the natural facilities and the hotel accommodations are suitable. The railroad companies usually grant passes for the class to and from the field.

The civil engineering students go into the field during the vacation following their junior year for more advanced work in surveying, and also make during this vacation a study of an existing framed structure, usually an iron bridge taking all the measurements and sketching all the details. They then find the loads for which the structure was proportioned, and compute the stresses in all the members. During the following term they make finished drawings, tracings, and blue print copies of the same, and finish the discussion by computing all the sections and details. This prepares them for original studies in designing, which they are then called upon to make.

For the mining students a vacation school for practical work is held for about two months in some mining district. All the students of the mining department are required to take part in the work of the summer school. In this way each student receives the benefit of two seasons of practical work in connection with the course. While in the field the students are under the constant supervision of an assistant, and are required to make complete surface and underground surveys, take sketches and notes of all machinery and appliances used, and as far as possible take part in the practical operations connected with the mining and treatment of ores, etc. During the following term full reports are prepared and handed in, embracing a statement of the work done. These reports are illustrated with accompanying working drawings and collections of specimens.

The summer school has been in successful operation for ten years, and its value, in aiding the student to a more thorough and practical knowledge of professional work, and in promoting agreeable and useful relations with those practically engaged in mining and metallurgy, has been most clearly demonstrated.

#### SHOPWORK.

The shops of the manual training school afford unequaled facilities for the polytechnic students to learn the use of tools for working in both wood and iron. Shopwork enters into all the courses during the first four years. It is required of freshmen and sophomores and for

two years more in all professional courses. The usual allowance is four hours a week. Three hundred hours a year are given to wood-work and molding, iron and steel forging. At no similar institution in the country is so much shopwork required of civil and mining engineering students as at Washington University.

#### THE OBSERVATORY.

Students of both college and polytechnic school are offered unusually favorable opportunities for the study of descriptive and practical astronomy.

There are but two other colleges in the United States which attempt such a course of instruction in astronomy as is given at Washington University.

The work of the observatory comes properly under three heads:

1. Practical instruction is given to the senior class in the determination of time, latitude, and longitude, and the ordinary observations of spherical astronomy. Students desiring a special professional course in astronomy will be given full facilities both in reading and practice.

2. A regular scheme of scientific work is carried on. This work will embrace in the future equatorial observations of the planets and double stars, together with a large amount of meridian work.

3. As far as possible the observatory desires to give opportunities for popular instruction and for viewing the more interesting objects.

By the kindness of a few friends of the university the instrumental equipment has been completed during the past two years and is now excellent. It includes the following instruments:

The equatorial—objective  $6\frac{1}{2}$  inches, reground by Clark. Mounted in most excellent style by Warner & Swazy, Cleveland, Ohio. The mounting includes driving clock, micrometers, circles, and a complete battery of eyepieces.

The George Partridge transit instrument—objective 3 inches. The instrument was made by Fauth & Co., and is equipped in the most complete manner.

Chronograph—Bond spring governor.

Break-circuit clocks—mean time by Hohwü & Howard; sidereal by Howard.

Chronometer (break-circuit)—By Dent.

Altazimuth—Circle 2 feet in diameter, mounted as meridian circle.

Several hack clocks and a large amount of electrical apparatus are used in the time service.

A very important part of the work and one which has especially brought the observatory into notice abroad is the time service. This service is the most extensive in the world, and fills a very large public office. It has been built up and is maintained absolutely without *cost to the university*. The time signals reach at present nearly the

entire railway mileage of the Mississippi Valley, some 50,000 miles of road, requiring the use of about 100,000 miles of wire. Time cards, giving the programme of sending time, are posted in all railway offices in this large area, and form a most excellent standing advertisement of the university. This service is absolutely automatic, and in most of the important railway centers clocks have been placed which are automatically set by the time signals. The mere work of unifying the time standards of the West and South is itself well worth doing; but when it is remembered that the observatory of Washington University has not only done this, but also renders the service which is accepted as standard in this whole section, the work may fairly be called worthy of any college. Time signals are sent east to Cleveland, west to San Diego, Cal., north to Chicago, and south to all points along the Gulf. The time signals are accepted as the standard of time in the following States and Territories: Missouri, Kentucky, Kansas, Illinois, Alabama, Colorado, Indiana, Tennessee, New Mexico, Ohio, Mississippi, Arizona, Louisiana, Texas, Wyoming, Iowa, Nebraska, Utah.

The observatory has served as a most important reference base for longitude work during recent years. All longitudes of the Geological Survey of the United States west of the Mississippi have been determined by the observatory of Washington University. All the topographical maps now in construction are based on these results as are the boundary lines in Western States and Territories. These determinations cover surveys in Missouri, Kansas, Texas, New Mexico, Arizona, and Colorado. The results of the work done by this observatory have been issued by the Geological Survey as No. 49 of the publications of the Survey. During the past three years the parties of the Geological Survey engaged in topographical work have ceased to carry small instruments for time determinations in the field, and depend entirely on our daily time signals in their work.

The longitude of the National Observatory of Mexico has been determined by a telegraphic exchange of signals through 2,600 miles of wire. The resulting longitude showed an excellent degree of accuracy, and revealed a large error in the former value. The results have been published in a special memoir by the Mexican Government.

The Government has intrusted to the instructor in astronomy several pieces of astronomical work of importance. The entire work of the United States Transit of Venus Expedition to New Zealand was performed by him, as were the pendulum experiments in New Zealand, Australia, the East Indies, China, and Japan. The results of these expeditions have recently been published by the Government, and have been favorably commented on in this country and Europe.

A party from the observatory went to California to observe the total eclipse of the sun of January, 1889, the instrumental outfit being loaned by the Government. The expedition was very successful, and the



results obtained will be published in a short time in a special memoir which will, it is believed, add considerably to our knowledge of the Corona, and bring the observatory special credit.

#### LIBRARY.

The university has made no effort to gather a general library. For several reasons this has hitherto been considered inexpedient. A few years ago a gift of about 3,000 volumes was received from the family of the late Joseph Coolidge, of Boston. This collection, known as the Coolidge library, is especially rich in excellent editions of Italian and French authors, and is a very material addition to the usefulness of the library.

Through the liberality of a number of citizens of St. Louis, an arrangement has been made by which the privilege of using the mercantile library has been extended, under prescribed conditions, to such members of the university as may be designated by the chancellor.

Several memberships of the public library are also at the disposal of the university.

Real estate valued at \$60,000 has recently been given to the university by Mr. Stephen Ridgley, of St. Louis, upon the condition that the income shall accumulate until, in the judgment of the board of directors, the amount shall be sufficient to erect and maintain a fireproof library building.

#### LECTURE ENDOWMENT FUND.

Every proper effort has been made ever since the university was founded to bring its work into close relation to the people of the city not immediately connected with it. Members of the faculty are found in every association of the citizens of St. Louis whose purpose is to help the culture and proper growth of the city. To aid in this work a lecture endowment fund amounting to \$27,000 was created in 1875 by one of the early friends of the university, Mr. William Henry Smith, now a resident of Alton, Ill. It was given without any restrictions, except that the fund should be increased, if practicable, by accruing interest, to \$30,000, which has been accomplished, and that no part of the principal should be expended. The income is now used for the support of lectures, with a view to the advancement of the interests of the university and the benefit of the public.

Some of these lectures are given in the hall of the university to the general public; others, which may be called "class-room" or "instruction lectures," are given in smaller rooms or in the laboratories to classes limited in number according to the nature of the subject treated, and are designed to furnish to all persons instruction similar to that given in the class-room work of the college and polytechnic school.

The beginning of a fund for the encouragement of the study of



LIBRARY AND READING ROOM, WASHINGTON UNIVERSITY.



American history has been made by a gift of \$15,000 from Mrs. Mary Hemenway, of Boston, Mass.

Upon this foundation a university professorship of American history has been established, and the chair was filled in 1884 by the appointment of Prof. John Fiske, of Cambridge, Mass.

To illustrate the character and variety of the public and class-room lectures delivered from time to time on these foundations the following statement is given of the courses of lectures during the last two years:

During the year ending June 14, 1888: (1) A course of twenty class-room lectures by Prof. C. M. Woodward, on "Graphical statics;" (2) a course of five lectures by Prof. William Trelease, on "The dissemination of plants;" (3) a course of five lectures by Prof. John Fiske, "Scenes and characters in American history."

During the season of 1888-89 as follows: (1) A course of four lectures by Prof. Edward S. Morse, of Salem, Mass., upon "Japan;" (2) a course of five illustrated lectures by Prof. Marshall S. Snow, "Historical studies in England," followed by one lecture by Mr. Thomas Dimmock, on "The little church in the tower;" (3) a course of five lectures by Prof. John Fiske, on "Scenes and characters in American history," a continuation of the previous year's course.

During 1889-90: (1) A course of four lectures by Prof. Edward S. Morse, of Salem, Mass., upon "Animal life;" (2) a course of six lectures upon "The discovery of America," by Prof. John Fiske; (3) two illustrated lectures upon "Astronomical subjects," by Prof. Henry S. Pritchett.

#### DEGREES IN THE UNDERGRADUATE DEPARTMENT.

The college has 2 degrees corresponding to the 2 courses of study: (1) The degree of bachelor of arts; (2) the degree of bachelor of philosophy.

In the polytechnic school the degrees corresponding to the 6 courses of study given on the completion of the work as prescribed are: (1) The degree of civil engineer, (2) the degree of dynamic engineer, (3) the degree of chemist, (4) the degree of engineer of mines, (5) the degree of bachelor of science, (6) the degree of master of science.

The advanced degrees of master of arts, master of philosophy, master of science, and doctor of philosophy are also conferred, but only after evidence has been given upon examination of proper attainments in work in advance of that laid down in the undergraduate courses. The master's degree has never been granted in course pro forma, but always after the presentation of an acceptable thesis; but of late years the requirement has gone much farther and includes careful study in a course prescribed by the faculty.

As far as its means allow the university arranges for the pursuit of graduate courses of study. And the present intention is to broaden

and strengthen such courses as much as possible; to encourage its own and the graduates of other institutions to continue their studies after obtaining the bachelor's degree, and to offer to all who are able to take it a genuine university training.

## II. HENRY SHAW SCHOOL OF BOTANY.

An account has already been given of the endowment and establishment of this school as a department of the university in 1885. The school was opened to students in September of that year, and is able, by its close connection with the splendid botanical garden, whose growth and care were the work of Mr. Henry Shaw for many years, to offer facilities for botanical study unexcelled in this country. Mr. Shaw died in the summer of 1889, and by the terms of his will the relation between the school and the garden is even closer than before.

The director of the garden—which was left with Mr. Shaw's large fortune in the hands of trustees for the public use and benefit—is the professor in charge at the school, and all the botanical treasures of the garden are before the student for use in his daily work.

The laboratory of the school of botany is temporarily located at 1724 Washington avenue, near the main university building, and a good working library, containing the usual laboratory manuals and periodicals, with memoirs on subjects likely to be studied, is kept in the laboratory for reference. This is being constantly added to, and will be made as complete as possible in any department of botany in which advanced students present themselves. The herbarium of the school, now being formed, contains already about 14,000 sheets of specimens, and will include as complete a collection as can be made of the wild and cultivated plants of the region about St. Louis. Full sets of duplicate specimens are supplied for the use of students of particular groups of plants. Advanced students will also have the privilege of consulting, under certain restrictions, the excellent herbarium and library of the botanic garden, including the Engelmann herbarium and library, as well as several sets of *fungi exsiccati* and the private cryptogamic herbarium and library of the professor.

Material for laboratory use and for the illustration of lectures is furnished in abundance by the garden, which, with its greenhouse and arboretum, is open to students of the school of botany for all necessary purposes of study.

The summer of 1888 was spent by Professor Trelease, in charge of the school, in the laboratory of the celebrated Dr. Koch at Berlin, Germany, studying the latest theories on bacteriology and the most approved modes of preparing the cultures for study. Since his return a special bacteriological laboratory, providing tables for thirteen workers, has been equipped with sterilizing apparatus, brood oven,

microtome, and other accessories needed, and is in successful operation. It is hoped that ultimately another small laboratory may be devoted to advanced investigation in bacteriology by trained physicians.

### III. ST. LOUIS SCHOOL OF FINE ARTS.

The plan of the university has always included the establishment of a school of art. During more than twenty-five years art instruction has had some place in its courses of study. The art school began to take shape as a special school of the university in 1875, under its present director, Prof. Halsey C. Ives, and on May 22, 1879, the directors of the university adopted an ordinance establishing a department of art in Washington University, from which the following extracts are taken:

A department of art is hereby established as a special department of Washington University, to be known as the St. Louis School of Fine Arts.

The objects of said department shall be: Instruction in the fine arts; the collection and exhibition of pictures, statuary, and other works of art, and of whatever else may be of artistic interest and appropriate for a public gallery or art museum; and, in general, the promotion by all proper means of æsthetic or artistic education.

In October of that year the school was organized under this ordinance. Until recently its classes were held in the upper story of the main university building, but since January, 1890, the instruction has been given in rooms built expressly for the use of the school adjoining, and really making a part of the elegant museum of fine arts on Nineteenth street and Lucas place. This museum building, tasteful, thoroughly built, and admirably adapted to its purpose, was the gift of the Hon. Wayman Crow and family, in memory of his only son, Wayman Crow, jr., who died in March, 1878. The total cost of ground and building was \$135,000. This museum, now closely connected with the school, affords rare opportunities for study in the sculpture galleries, which contain examples of work illustrating different periods of art history, numbering 345 pieces. In the picture galleries are hung examples of the best work of modern artists of high repute, the property of the museum, and mostly gifts. There are also many works lent by friends of the institution, water colors, examples of the illustrative work of American artists, and hundreds of autotype reproductions from sketches, studies, and paintings by celebrated masters. The northern galleries contain many objects of art workmanship in wood, iron, bronze, gold and silver, ivory, glass, and examples of Wedgewood, Crown Derby, Royal Worcester, Minton, and Doulton wares.

#### THE WORK OF THE SCHOOL.

Work is carried on in both day and evening classes, the latter being composed chiefly of those whose occupations keep them busy all day, such as teachers, mechanics, clerks, draftsmen, etc.

From the beginning the student is taught to draw from the object. Models are provided whose contours are straight lines, and the student is required to work outline and shaded drawings from these until he has fully mastered the difficulties due to the position of the object. This method is carried through all grades of the school; no copying of any kind is permitted. The work then advances to drawing from objects involving the simpler geometrical curves to be found in the forms of Greek vases and various models patterned after the antique. Then the student takes up drawing from models of fragments of the human figure and from models of natural objects, such as fruit and foliage, and also from casts of architectural forms.

#### ANTIQUE.

In the antique class the methods in use are severe and require close observation, combined with great patience and perseverance. All stump processes are discarded; all attainments are the result of careful study and painstaking; no chance is allowed for "accidental effects." The education of the eye is considered of greater importance than the training of the hand, not only in simple line work and the study of superficial forms, but in the general yet no less certain laws which underlie and distinguish the work of every great master in sculpture or painting. Little attention is paid to pictorial finish, and in many cases where a tendency toward pictorial finish seems to interfere with the student's progress in acquiring a comprehensive method of drawing it is rigorously discouraged.

#### LIFE.

Work in the life classes consists of drawing and painting from the living model, both draped and nude, and either from the whole or a portion of the figure, one class being entirely devoted to the study of the head. More attention is given to drawing than to painting, and students who paint are required to draw a portion of the time. In all cases a careful study of the model and a conscientious search for contours and construction, requiring continual use of the mind, are insisted upon. No effort is made to bring the students to a uniformity of method, except to the extent of instructing them to see forms as they really exist; beyond this each student is permitted to develop or follow a style of his own. Special attention is given to the importance of viewing the subject to be placed upon the paper as a whole, thus bringing the parts of the figure into proper subordination and avoiding the natural tendency to exaggerate the importance of detail. Special emphasis is placed on the importance of self-reliance in the determination of the form of each portion of the figure and of bestowing as conscientious care upon the modeling of the hand and foot as upon the expression of the face, with the purpose of training the eye to *comprehend* and the hand to reproduce precisely what is seen and not

what may be known to exist from a general knowledge of the subject or from any preconceived ideas of whatever kind. This method is carried to the smallest details with the intention of compelling the student to rely entirely on the natural form which is before him

#### MODELING.

The work of modeling in the day class of the school is intended principally to supplement the work in drawing and painting, for the purpose of giving students a more detailed knowledge of the form and composition of the models which they have studied in their work in drawing. In the night class the work is quite different. Most of the students are artisans who desire to acquire a knowledge of modeling for a specific purpose, principally for use in exterior decoration and in architectural work. On account of this difference the work in the day class is of a more general character and intended more to cultivate the mind, while that of the night class is necessarily special in character and intended more particularly to give the hand skill in producing well-known forms.

#### LECTURES.

From time to time class and public lectures are given on subjects pertaining to art history and on other allied subjects, which it is thought may be for the benefit of the students. These lectures are arranged not only for the purpose of entertaining and instructing the student by the matter directly presented, but are intended to awaken a desire for information on a variety of subjects, literary and historical as well as artistic, and to suggest a proper course of reading for the prosecution of any line of study which individual taste may prefer. Some are purely technical and deal with the various methods employed at different times of the world's history, while others are less formal and consist simply of conversazioni between the instructor and the class. All are intended to give the student the latest and best information on the subjects treated, and wherever possible are illustrated either by models and objects or stereopticon views.

All lectures are given by specialists. The general subjects treated are history, literature, philosophy, anatomy, perspective, decorative design.

#### IV. ST. LOUIS LAW SCHOOL.

The St. Louis Law School, opened formally in 1867, occupied until 1872 rooms in the Polytechnic Building, Chestnut and Seventh streets.

In 1872 it was removed to the west wing of University Hall, Washington avenue and Seventeenth street, but the growth of the undergraduate department and the needs of the law school itself made it necessary to seek new quarters. The opportunity for the change presented itself in 1878, when Mary Institute left its old building to go



to the new one on Beaumont and Locust streets. The law school then took possession of 1417 Lucas place, formerly used by the school for girls, where it has since remained, and where it has ample room, with a chance for growth. The character of its faculty and the high standard required for graduation, which is rigidly maintained, have given the school a deservedly high standing among like institutions throughout the country.

At its organization in 1867 Henry Hitchcock, LL. D., was made dean of the faculty, and remained in that office until ill health in 1870 compelled him to resign. He was succeeded by George M. Stewart, esq., who served until May, 1878. In the meantime, in 1871, Mr. Hitchcock had been made provost, and as such resumed the executive management of the school.

In 1878 the entire faculty resigned and a complete reorganization followed, through which Mr. Hitchcock was made dean once more, and the office of provost was abolished. In June, 1881, Mr. Hitchcock's resignation was followed by the appointment in his place of William G. Hammond, LL. D., then chancellor of the law department of the Iowa State University, where he had made a high reputation as a scholar and an executive officer. The office of dean is still held by him, and his management has kept the school in the front rank of law schools.

To Henry Hitchcock, however, more than to any other man, must be ascribed the extraordinarily successful establishment of the school. He was, as has been stated, its first dean, then its provost, its dean again, and still holds a chair in its faculty and retains a warm and active interest in its welfare. The school has been very fortunate in its corps of instructors, having had among its faculty from time to time some of the ablest members of the St. Louis bar, and some who have held high positions in the national and State judiciary.

The oversight of the course of study, and the examination of candidates for degrees, is committed to an advisory and examining board composed of judges of Federal and State courts and members of the St. Louis bar distinguished for their talents and general and legal erudition, by whose committees those examinations are always conducted, and whose award is conclusive. A diploma from the law school likewise entitles the holder to admission to the bar, and it is not granted except upon the most satisfactory evidence of proficiency. The course of study covers two years, and is similar to that pursued in law schools of high standing elsewhere.

It is the single aim of the law faculty, and of the directors of Washington University, to make this law school a true school of jurisprudence, to which none shall be disposed to come except those who earnestly seek a thorough elementary knowledge of the law, and from which none who may come with that purpose shall go away disappointed.

## ENDOWMENT AND EDIFICE.

To insure the perpetual maintenance of its course, and by the generous public spirit of a few friends, an endowment now amounting to \$77,000 has been given, and invested in good securities in the name of Washington University, in trust for the perpetual support of the law department; the interest of such fund to be used for that purpose.

The directors of Washington University have met this noble gift in a like spirit, by formally dedicating to the use of the law department, rent free forever, the building now occupied by the law school. This large and commodious building of 3 stories, No. 1417 Lucas place, stands upon its own grounds, with a frontage of 100 feet upon Lucas place.

It is believed that no law school in the country has a more capacious and convenient building or a pleasanter location than that which, by the liberality of Washington University, is now secured permanently and entirely to the uses of the law school.

## FUNDS AND ENDOWMENTS OF THE UNIVERSITY.

The following extracts from a report upon the conditions and needs of the university, presented to the board of directors by its president, Col. George E. Leighton, December 5, 1889, will show what has been done in the matter of financial support by the friends of the institution and the value of its present buildings and invested funds:

Since May, 1887, through your efforts, the general endowment has been increased by the sum of \$132,500; specific endowments have increased in the sum of \$47,500 for the art school, \$40,000 for the law school, \$35,000 for the manual-training school, and more than \$25,000 has been received in gifts for expenditure or to meet deficiencies in one or more of the several departments. More than four-fifths of this amount (\$225,000) was given by members of the board, a most emphatic testimony of your appreciation of the value and importance of the work of the institution.

In addition to the above, Hon. Stephen Ridgley has within the past year given to the university improved property in St. Louis valued at \$66,000, the income therefrom to accumulate until the fund is sufficient to build a university library, to be known as the Stephen Ridgley Library. This fund and its income, being for a specific purpose, can not be expended for any of the general purposes of the institution, but in time it will, through the wise foresight of its founder, give to the university a most acceptable addition to its present facilities for instruction.

The value (less than cost) of the present buildings in use, as it stands upon the books of the corporation, is as follows:

University .....	\$179,068.19
Smith Academy .....	100,090.50
Art museum .....	131,876.35
Manual-training school .....	60,191.29
Law school .....	20,533.50
Mary Institute .....	130,258.76
New art school (real estate only) .....	11,500.00
<b>Total.....</b>	<b>632,518.59</b>

The personal property in use in the several departments, as libraries, scientific apparatus, laboratories, museum properties, etc., stands upon the books at a valuation of \$167,308.

This property, of course, produces no income except that arising from tuition. The property of the university held for investment, and which includes all endowments, stands as follows:

	On the books.	Market value.
Real estate.....	\$386,197	\$415,000
Stocks and bonds.....	206,908	230,000
Bills receivable.....	111,155	111,155
Total.....	704,260	756,155

Its net income for the current year will be about \$42,000.

I think I may say that not a dollar has ever been lost to the university by unwise investment, and that its property is now producing the maximum of income consistent with absolute security.

#### GRADUATES OF THE UNIVERSITY.

The graduates are now sufficiently numerous to afford some means of judging of the work of the institution through their character and position. Judging by this test, Washington University may well be proud of her work. It would be hard to find better testimony given by any body of alumni than by those who have received college, polytechnic, or law diplomas here. They are found in the very front rank in professional, political, and business life. Names can not well be given, but it may be stated that among the college men can be found some of the most successful and honorable business men of St. Louis—a president of a school of mines in a distant State, clergymen who have adorned their profession and become men of wide influence in more than one State, physicians already eminent as general practitioners and as specialists, a governor of Missouri, a member of the university faculty, able teachers, here and elsewhere, the treasurer of the university, several members of its board of directors, and many successful lawyers.

Among graduates of the polytechnic school may be seen the director of the great observatory of the Pacific slope, a leading architect of New York City, the water commissioner and the president of the board of public improvements of St. Louis, the United States assayer in St. Louis, several well-known and very successful mining engineers, more than one instructor in scientific schools elsewhere, and many men respected and honored for business integrity and success.

Among the law graduates are lawyers and judges who show by their learning, their uprightness, and their success something of the results of the training which Washington University aims to give its students and the high principle which it endeavors to inculcate.

To her alumni the university will look with ever-increasing confidence for moral and material support in the years to come.

## BENEFACTORS OF THE UNIVERSITY.

Although it is impossible to name all those who have contributed so generously of their means and their time to the foundation and maintenance of this great educational work, such a sketch as this would be incomplete without brief mention of some of those at least whose life work has now ended and without whose cooperation success would have been impossible. First should be named with the highest honor Rev. William Greenleaf Eliot, D. D., the first president of the university, and also its chancellor from 1872 until his death, in January, 1887. Never a rich man, he nevertheless gave very largely in proportion to his means. But he gave more than money; he gave the devoted service of thirty-five years, fifteen years of which were given up entirely to university interests. Coming to St. Louis when the great city of to-day was but a mere village, he entered heart and soul into every enterprise which had in view its highest good. His monument is built in the records of a parish full of good works over which he was the loved and honored pastor for thirty-seven years; in the great public-school system of St. Louis, to which he gave splendid support in its early days; and, more than all, in the university, in which for more than a generation his deepest interests were centered.

There, too, is Wayman Crow, vice-president of the board until his death, in 1885; a self-made man, who, by wide reading and extended travel, became a man of broad views and large information. It was by Mr. Crow's wise efforts that the exceedingly liberal charter of the university was granted in 1853, when he was a member of the State senate. The gift of the museum of fine arts was but the culmination of his generosity to the university. He was always giving; now a small sum, now a large one. He was willing and glad to be his own executor. Of him it has been well said: "For his honorable services in mercantile life, in political trusts, in public enterprises, in educational work, and in private charity, St. Louis will long cherish the memory of its distinguished benefactor."

James Smith was one of the largest, if not the largest, contributor to the funds of the university. Reckoning what he left by will to Chancellor Eliot personally, with an understanding that it should be used for such purposes, Mr. Smith's gifts amounted to \$294,000. He was one of Dr. Eliot's earliest friends in St. Louis when they were both young men, and the attachment was broken only by death. Simple and unostentatious in manners and habits, of the strictest integrity, the very soul of honor, business success found him ready to use the wealth that came to him as though he only held it in trust. His generosity was natural and spontaneous, and his faith in Washington University unbounded.

Hudson E. Bridge was another of those stanch friends who showed their faith in higher education by their works. The large sum of

\$179,000 was contributed by him to university needs during his lifetime, \$100,000 of which went to endow the chancellor's chair, which has since been called in his honor "The Bridge chancellorship."

Then among the earlier benefactors were John O'Fallon, who gave in all \$62,000; William Palm, whose will left for the chair of civil engineering \$55,000; the Collier brothers, who gave to the Greek chair \$25,000; George Partridge, whose gifts amounted to nearly, perhaps quite, \$150,000; and others who can not be mentioned now, all citizens of St. Louis, who saw with their own eyes what their money could do and was doing. Then among benefactors at a distance are Nathaniel Thayer, of Boston, who sent the university \$42,000, and Mrs. Mary Hemenway, of Boston, whose gifts have reached the sum of \$40,000.

Besides these is a long roll of friends, some now living and continuing their work, others long since departed, who have made possible the existence and continuance of an institution in the great city of the valley of the Mississippi where sound learning may find a congenial home. Such friends may the university ever find close at hand for every time of need.

[STATISTICAL NOTE.—From the Report of the Commissioner of Education for 1896-97, the following items are taken: Chancellor, Winfield S. Chaplin, LL.D.; number of professors, 159; number of students, 1,395; number of scholarships, 30; volumes in library, 5,000; value of apparatus and library, \$178,000; value of grounds and buildings, \$650,000; amount of productive funds, \$950,000; annual income, \$160,000.]

## APPENDIX.

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### A.

The following list includes all who have served Washington University as directors since its organization, those in italics indicating names of the present board of directors:

William G. Eliot, Wayman Crow, Seth A. Ranlett, John Cavender, Christopher Rhodes, Samuel Treat, John M. Krum, George Partridge, Phocion R. McCreery, John How, William Glasgow, jr., George Pegram, N. J. Eaton, James Smith, Mann Butler, Hudson E. Bridge, Samuel Russell, Thomas T. Gantt, John O'Fallon, James H. Lucas, *Henry Hitchcock*, Charles A. Pope, D. A. January, *James E. Yeatman*, Robert Campbell, *Carlos S. Greeley*, John R. Shepley, Albert Todd, John P. Collier, *John T. Davis*, *George E. Leighton*, *Edwin Harrison*, *Henry W. Eliot*, M. Dwight Collier, *William A. Hargadine*, *Samuel Cupples*, *Joseph G. Chapman*, *John H. Lightner*, *Henry Shaw*, *George A. Madill*, *William L. Huse*, *Edward S. Rowse*.

The present officers of the board are: President, George E. Leighton; vice-president, Henry Hitchcock; secretary and treasurer, George M. Bartlett.

### B.

In the following list will be found the names of all who have at any time been members of the faculty and corps of instructors in the undergraduate department. The names of those now (1889-90) in service are printed in italics:

Truman M. Post, professor of ancient and modern history from 1857 to 1869; university professor of history, 1869 to 1886.

*Abram Litton*, Eliot professor of chemistry since 1857. This chair was named in honor of Chancellor Eliot.

Joseph J. Reynolds, major-general, United States Army, professor of mechanics and civil engineering, 1857-1860.

George Engelmann, M. D., professor of botany and natural history, 1857-1876; university professor, 1876-1884.

Charles A. Pope, M. D., professor of anatomy and comparative physiology, 1857-1867.

Joseph G. Hoyt, chancellor, elected December 17, 1858; died November 26, 1862.

Ferdinand Bocher, instructor in modern languages, 1859-1861.

Carl C. C. Zeus, instructor in German and gymnastics, 1859-1861.

Edwin D. Sanborn, principal of Mary Institute, 1860-1862, and professor of Latin and history, 1860-1864.

William Chauvenet, professor of mathematics and astronomy, 1860, to December, 1869; chancellor, elected 1863; died December, 1870.

John M. Schofield, major-general, United States Army, professor of physics and civil engineering, 1860-61.

*Sylvester Waterhouse*, tutor in Greek, 1858-1862; adjunct professor, 1862-1864; university professor of Greek, 1864-1869; Collier professor, 1869.

Willard F. Bliss, adjunct professor of Latin, 1859-60.

Alfred S. Hartwell, tutor in Latin, 1860-61.

Rudolph L. Tafel, professor of modern languages and comparative philology, 1860-1868.

John D. Crehore, professor of civil engineering, 1861-62.

Paulus Roetter, instructor in modern languages, 1860-61.

John E. Sinclair, assistant professor of mathematics, 1861-62.

George B. Stone, principal of the academy and professor of rhetoric, 1862-1874.

William G. Eliot, acting professor of ethical and political science, 1862-1864; acting Tileston professor of political economy, 1864-1866; chancellor and Tileston professor of political economy, 1871-1887.

Calvin S. Pennell, principal of Mary Institute and professor of intellectual and moral philosophy, 1862-1887.

George W. C. Noble, professor of Latin and classical literature, 1864-1867.

Benjamin F. Tweed, professor of English literature, 1864-1870.

William H. Clark, tutor in mathematics, 1863-1864.

George H. Howison, assistant professor of mathematics, 1864-1866; Tileston professor of political economy, 1866-1869.

Regis Chauvenet, tutor in mathematics, 1864-1865.

John Gast, teacher of drawing, 1864-1868.

John L. Ewell, professor of Latin, 1866-1867.

*Calvin M. Woodward*, instructor in mathematics, 1866-1867; assistant professor of mathematics, 1867-1869; professor of descriptive geometry and topographical drawing, 1869-1870; Thayer professor of mathematics and applied mechanics, 1870; dean of the polytechnic school, 1871; director of the manual training school, 1879.

Charles E. Illsley, instructor in engineering and mathematics, 1867-1868.

Marshall H. Holmes, teacher of drawing, 1867-1868.

*George E. Jackson*, teacher of Latin and Greek, 1867-1868; acting professor of Latin, 1868-1870; professor of Latin, 1870.

Geoffroi Goepp, professor of modern languages, 1868-1870.

George W. Minns, professor of mathematics and astronomy, 1869–1870.

J. William Pattison, teacher of drawing, 1869–1873.

*Marshall S. Snow*, professor of belles lettres, 1870–1874; professor of history, 1874; registrar of the college, 1870–1877; dean of the college, 1877; acting chancellor, 1887.

Leopold Noa, professor of modern languages, 1870–1873.

Henry Pomeroy, professor of mathematics and astronomy, 1870–1875.

Denham Arnold, assistant professor of physics, 1870–1874; professor of physics and principal of Smith Academy, 1874–1890.

Charles A. Smith, assistant professor of civil and mechanical engineering, 1870–1873; William Palm, professor of civil and mechanical engineering, 1873–1883.

Frederick M. Crunden, instructor in mathematics and elocution, 1871–1872; professor of elocution, 1872–1875.

William Eimbeck, professor of practical astronomy, 1871–1875.

*William B. Potter*, Allen professor of mining and metallurgy, 1871.

F. William Raeder, professor of architecture, 1871–1878.

R. Thompson Bond, assistant professor of mathematics, 1873–1875; professor, 1875–1876.

Rudolph C. Arndt, instructor in modern languages, 1873–1874.

*John H. Jenks*, professor of physiology, 1874.

*James K. Hosmer*, professor of English and German literature, 1874.

A. B. Copeland, teacher of drawing, 1873–1874.

*Francis E. Nipher*, assistant professor of physics, 1874–1875; *Wayman Crow*, professor of physics, 1875.

*Halsey C. Ives*, teacher of free-hand and mechanical drawing, 1874–1876; professor of drawing and design, 1876; director of museum and school of fine arts, 1879.

John K. Rees, professor of mathematics and astronomy, 1876–1881.

*William T. Harris*, university professor of the philosophy of education, 1876.

*Charles V. Riley*, university professor of entomology, 1876.

Herman Meister, assistant in mining and metallurgy, 1877–1879.

John R. Scott, instructor in elocution, 1877–1888.

Alexander Leonhardt, instructor in assaying, 1880–1882.

*Gustav Hambach*, instructor in botany and zoology, 1880–1887; adjunct professor of geology, 1887.

Thomas B. Annan, instructor in architecture, 1880–1881.

Howard Kretchmar, instructor in modeling, 1880–1883.

*Edmund A. Engler*, assistant professor of mathematics and descriptive geometry, 1881–1882; professor, 1882.

*Henry S. Pritchett*, assistant professor of mathematics and astronomy, 1881–1882; professor, 1882.

*Charles E. Ludeking*, assistant in chemistry, 1881.



*August Muegge*, instructor in gymnastics, 1880.

H. K. Ivers, assistant engineer, United States Navy, professor of steam engineering and iron shipbuilding, 1882-1883.

*John B. Johnson*, William Palm professor of civil engineering, 1883.

*Herbert A. Wheeler*, instructor in assaying, 1883-1887; adjunct professor of mining, 1887.

*Holmes Smith*, instructor in drawing, 1884.

William H. Alderdice, assistant engineer, United States Navy, acting professor of dynamic engineering, 1884-1886.

*William Trelease*, Engelmann professor of botany, 1885.

*Horace B. Gale*, acting professor of dynamic engineering, 1886.

John H. Kinealy, tutor in mathematics and physics, 1886-1887.

*Edward E. Rankin*, instructor in mathematics and physics, 1887.

*Stanley Stoner*, instructor in philosophy and political economy, 1887.

*Edward P. Perry*, instructor in elocution, 1888.

Otis E. Hovey, instructor in civil engineering, 1889-1890.

F. E. Turneure, instructor in civil engineering, 1890-1891.

### C.

#### ADVISORY COMMITTEE AND INSTRUCTORS IN THE HENRY SHAW SCHOOL OF BOTANY, 1890-1891.

*Advisory committee.*—The chancellor of the university, ex officio, John H. Lightner; William G. Farlow, M. D., Cambridge, Mass.; George J. Engelmann, M. D.

*Instructors.*—William Trelease, Engelmann professor of botany; J. H. Weber, assistant; William Townsend Porter, M. D., demonstrator in bacteriology.

### D.

#### BOARD OF CONTROL AND INSTRUCTORS IN THE ST. LOUIS SCHOOL OF FINE ARTS, 1890-1891.

*Board of control.*—Ellis Wainwright, president; James E. Yeatman, the chancellor, ex officio; Joseph G. Chapman, John T. Davis, Ethan A. Hitchcock, George E. Leighton, Charles Parsons, Daniel Catlin, Charles Nagel; Halsey C. Ives, director, ex officio.

*Instructors.*—Halsey C. Ives, director; John H. Fry, Edmund A. Engler, Robert Bringhurst, Alexander W. Buchanan, Johannes A. Oertel, Otto A. Wall, J. Douglass Patrick, Edward M. Campbell, assistants in elementary work; Miss Alice More.

### E.

#### FACULTY OF THE ST. LOUIS LAW SCHOOL, 1890-91.

The chancellor of Washington University; William G. Hammond, LL. D., dean of law faculty; Henry Hitchcock, LL. D., professor of the law of wills and successions; George A. Madill, professor of real property law and equity; Gustavus A. Finkelnburg, professor of law

of contracts and commercial law; Charles Nagel, LL. B., Rochester Ford, LL. B., Edward Cranch Eliot, LL. B., Pendleton Taylor Bryan, LL. B., instructors in law; Edward P. Perry, instructor in elocution.

## F.

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## STATISTICAL NOTE, 1898.

### UNIVERSITY OF MISSOURI.

The preceding monograph was written in 1889. Since that time the main building of the university has been destroyed by fire (January 9, 1892). The legislature at once came to the rescue and gave \$236,577 for building and equipment. In March, 1893, this fund was further increased by a second gift of \$264,000, and by \$25,000 additional for a new building at Rolla.

The statistics of the institution are now as follows: Number of professors and instructors, 62; number of students, 805; fellowships, 4; scholarships, 6; volumes in library, 26,971; pamphlets, 34,203; value of scientific apparatus and library, \$140,000; value of grounds and buildings, \$898,000; amount of productive funds, \$1,229,859; total annual income, \$183,377 (Report of Commissioner of Education for 1896-97). Richard H. Jesse, LL. D., is now the president, and is also professor of ancient and mediæval history. The attendance at Columbia for 1897-98 was 701; at Rolla, 117.

### WESTMINSTER COLLEGE.

President, Edward Clifford Gordon, Ph. D.; number of professors, 9; number of students, 107; volumes in library, 6,000; pamphlets, 1,800; value of apparatus and library, \$13,000; value of grounds and buildings, \$35,000; amount of productive funds, \$209,710; amount of annual income, 13,453; benefactions during the year, \$577. (Returns to Bureau of Education, 1896-97.)

### DRURY COLLEGE.

President, Homer T. Fuller, Ph. D.; number of professors, 17; number of students, 299; number of volumes in library, 23,500; pamphlets, 20,000; value of apparatus and library, \$12,000; value of grounds and buildings, \$150,000; amount of productive funds, \$250,000; annual income, \$22,721; gifts received within the year, \$1,000. (Returns to Bureau of Education for 1897-98.)

[Whole Number 244]

UNITED STATES BUREAU OF EDUCATION  
CIRCULAR OF INFORMATION, No. 3, 1898

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CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY  
EDITED BY HERBERT B. ADAMS

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No. 22

HISTORY OF EDUCATION

IN

NEW HAMPSHIRE

BY

GEORGE GARY BUSH, PH. D.



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1898



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## LETTER OF TRANSMITTAL.

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JUNE 7, 1898.

SIR: I have the honor to submit herewith the twenty-first number of the current series of contributions to American educational history prepared for this Bureau, the same being under the editorship of Prof. Herbert B. Adams, of Johns Hopkins University. The present volume is the History of Education in New Hampshire, prepared by Prof. George Gary Bush. The monograph herewith presented sketches the beginnings of education in New Hampshire as relates to the common school, the academy, and the college. The relation of New Hampshire to Massachusetts is a very close one as regards the education of professional men and business men of high standing. Dartmouth College has furnished a larger number of influential teachers, members of the bar, clergymen, and men of approved directive power in the nation, than any other college with its number of students. Bowdoin College, Amherst College, Williams College, and the University of Vermont are its rivals, each one having a shining record of distinguished men in its corps of alumni. The last chapter of the present treatise is devoted to Dartmouth College and was prepared under the direction of President Bartlett.

New Hampshire has for a long time been distinguished for the excellency of its academies, and those of Exeter and Dover are almost as famous as colleges.

A brief bibliography relating to education in New Hampshire is appended.

All of which is respectfully submitted.

W. T. HARRIS,  
*Commissioner.*

Hon. CORNELIUS N. BLISS,  
*Secretary of the Interior.*





# HISTORY OF EDUCATION IN NEW HAMPSHIRE.

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## INTRODUCTORY.

The monograph herewith presented is a brief treatment of the history of education in New Hampshire, as it relates to the common school, the academy, and the college. It notes at the beginning that the men of New Hampshire were of a different type from those who founded the old Bay State, and that their motives in coming to the New World were largely to acquire wealth, and not simply that they might secure the blessings of civil and religious freedom. Soon, however, it is seen that the spirit of Massachusetts is having its influence upon the "company of Laconia—of Mason and Gorges," and others of the colonists, and that schools are being established in Exeter, Dover, Hampton, Portsmouth, and other places.

For thirty-eight years the two colonies were blended, and it was during this period that the legislature framed the laws of 1647 by which town schools were authorized to be established throughout its jurisdiction.

Taking up that point in its history when in 1680 New Hampshire resumed its independent character as a province, the monograph traces in detail the important acts of the legislature relating to common schools. It shows also the spirit of the people and the interest manifested by them in the selection of school officers, in the framing of school laws, in the building of schoolhouses, in the various sums raised for the support of schools, and in securing school privileges to all the children of the State.

Attention is called to the improvements introduced in the textbooks used and in the courses of study pursued; also to the establishment of teachers' institutes and teachers' associations, to the founding of a normal school at Plymouth, and to the good results that have followed, as shown in the improved quality of the teachers during the past twenty years.

A brief section is devoted to woman's work in education, showing how it has been constantly widening during the past fifty years until to-day, according to statistics, five-sixths of the teachers of New Hampshire are women.

After touching upon the interest taken by the State in agriculture, the mechanic and industrial arts, the holding of agricultural institutes, and the establishment of State colleges for teaching agricultural science, the monograph treats of secondary education and of the great importance to the State of the early academies. It is shown that the interest taken by the people of New Hampshire in academic learning and in the establishment of local academies in a vast number of the towns of the commonwealth is apparently without a parallel in any other State of the Union.

Then follow historical sketches of the principal academies and seminaries, with a statement of their endowments, buildings, numbers of students, methods of instruction, and the religious and educational aims of their founders. These sketches were prepared for the most part by the principal of the school or by some member of the faculty, friend or officer of the institution, who is familiar with its history.

The last chapter is devoted to the history of Dartmouth College, prepared under the direction of ex-President S. C. Bartlett. This history of one of the oldest of our American colleges is very full and of much value.

A brief bibliography relating to education in New Hampshire is appended.

## Chapter I.

### HISTORY OF THE COMMON SCHOOLS.

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Education is the great interest for which everyone's hearthstone cries out in his ears.—HORACE MANN.

The system of education existing in the New England States is largely the offspring of the personal character and acquirements of the first settlers. To discover, therefore, the history of education in a particular State, we must ascertain what kind of men those were, and by what feelings actuated, who laid its foundations, began to rear its homes, and create its civil and religious polity. We have already seen<sup>1</sup> what was the character of the men who came from England to establish the colony of the Massachusetts Bay and upon what principles they laid the foundation of the future Commonwealth. In tracing the origin of the schools of New Hampshire we find that we are dealing with a different type of men, whose object in coming to the New World was not simply or largely that they might have enlarged civil and religious freedom. The "company of Laconia, of Mason and Gorges," of Thompson and the Hiltons, who in 1623 began the settlements at Portsmouth and Dover, were in quest of wealth. They came over "to cultivate the vine, to fish, and to trade," yet, though the public records are silent in regard to education, it is not fair to infer that nothing was done for the education of their children before the union with Massachusetts in 1641. But it is not to the first settlers that we are to look for the beginnings of our school history. Philemon Purmont, who had been a "schoolmaster" in Boston, had already settled in New Hampshire as the pastor of the church at Exeter, and in the year following the union another Boston schoolmaster, Mr. Daniel Maud, came to be "minister of the people of Dover." There was constant intercourse between the settlements, and we may believe that men like Purmont, Maud, and many others who were then transferring their interests from the "Bay colony" to New Hampshire did not fail to take with them their zeal for the establishment of schools and the advancement of learning. In 1638, the same year that Exeter was settled, "the salt marshes of Winnicomet had attracted the attention of some enterprising men, and led to the formation of the plantation of

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<sup>1</sup> History of Higher Education in Massachusetts.

Hampton." Without doubt a school was at once established after the plan of the schools in the Bay colony. This and others must have been sustained by private enterprise, as New Hampshire, on account of internal troubles, was divided into four distinct governments (although the whole population in 1641 did not exceed 1,000), and was "too weak to give protection to the people, much less could they provide for the support of schools." For thirty-eight years during the union with Massachusetts the two plantations were blended, greatly to the material and educational advantage of New Hampshire. During this period the most signal event in the history of New England schools took place. This was the passage of the law of 1647 by the great and general court, by which town schools were authorized to be established throughout its jurisdiction.

The law is embodied in the following language:

It being one chiefe project of that old deluder, Satan, to keep men from the knowledge of the scriptures, as in former times, keeping them in an unknowne tongue, so in these latter times, by perswading them from the use of tongues, so that at least, the true sence and meaning of the originall might bee clouded with glosses of saint seeming deceivers; and that learning may not bee buried in the grave of our forefathers in church and commonwealth, the Lord assisting our indeavors: *It is therefore ordered by this courte and authority thereof, That every towneshipp within this jurisdiction, after that the Lord hath increased them to the number of fifty howsholders, shall then forthwith appointe one within their towne to teach all such children as shall resorte to him, to write and read; whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in generall, by way of supplye, as the major parte of those who order the prudentials of the towne shall appointe; provided, that those who send their children, bee not oppressed by paying much more than they can have them taught for in other townes. And it is further ordered, that where any towne shall increase to the number of one hundred families or howsholders, they shall sett up a grammar schoole. the masters thereof being able to instruct youths so far as they may bee fitted for the university: and if any town neglect the performance hereof above one yeare, then every such towne shall pay five pounds per annum to the next such schoole, till they shall perform this order.*

There is reason to believe 'that three, and perhaps all of the four, towns of New Hampshire enjoyed schools under this enactment; for there were 71 legal voters in Portsmouth in 1680, 61 in Dover, 57 in Hampton, and 20 in Exeter."

The deep interest which the people were already taking in education is evidenced by an address of the town of Portsmouth to the general court of Massachusetts, May 20, 1669, relative to the erection of a new college building at Cambridge. After speaking of the embarrassment of the college and the need of perpetuating "knowledge, both religious and civil, among us and our posterity after us," they continue as follows:

The premises considered, we have made a collection in our town of £60 per annum (and hope to make it more), which said sum is to be paid annually for these seven years ensuing, to be improved at the discretion of the honored overseers of the college for the behalf of the same, and the advancement of good literature there;

hoping withal that the example of ourselves (which have been accounted no people) will provoke the rest of the country to jealousy.

For this "pious and liberal gift" the governor, in the name of the whole court, returned thanks to the people of Portsmouth.

Portsmouth was then the richest town in the colony. To the above-named fund Dover added £32 and Exeter £10.

When New Hampshire resumed its independent character as a province, the act of 1647 was copied upon its statute books, and constituted the statute law, with slight changes, for one hundred years. It is not probable that the law of 1647 was generally enforced. The grades of school established by this act were at first supported in part by tuition. The execution of the law was in the hands of the selectmen of the towns. The amount of money raised for the support of the schools was at the discretion of the towns. The first act of the government of New Hampshire in regard to schools, after it became a separate province in 1680, was passed in 1693, at the very time when the people were suffering the extremes of poverty and enduring the horrid barbarities of King William's war. This law required the selectmen in their respective towns to raise money by "an equal rate and assessment" on the inhabitants for building and repairing meetinghouses, ministers' houses, and schoolhouses, and for providing for a schoolmaster for each town in the province, under a penalty of £10 in case of failure. Other laws respecting the maintenance of common and grammar schools, with penalties attached, were enacted in 1714, 1719, and 1721, which remained in force until the adoption of the State constitution in 1783. The law of 1719 was almost an exact copy of the law of 1647, the only modification being an increase of the penalty from £5 to £20. It contained a clause authorizing towns thinking themselves unable to comply with its terms to seek relief from the court of general sessions. "In 1721 the derelict selectmen, who are in the preamble of the act affirmed 'to often neglect their duty,' are made liable upon their personal estates for the penalty affixed upon the towns."

About this time (1719) the Scotch-Irish made their first settlement in the southern part of the State at a place which they named Londonderry. They soon spread over several townships and, being intelligent and deeply religious, soon acquired no small influence in the affairs of the province. It was undoubtedly due in part to them that the school laws were enforced and that such stringent provisions were enacted as that in the law of 1721, where it reads:

If any town or parish is destitute of a grammar school for the space of one month, the selectmen shall forfeit and pay out of their own estate the sum of £20, to be applied toward the defraying the charges of the province.

"Reading and writing were in those early days the only branches of instruction in our common schools. The Bible and Psalter or the New England Primer were the only reading books; and those who

aspired to the more liberal art of chirography, instead of white paper, very generally made use of white birch bark. The first spelling book generally used (that of Thomas Dilworth, published in England in 1740) was not introduced till 1770, and, though very humble in its merits when compared with those of the present day, was considered even then a perfect epitome of all that was essential to a common education."<sup>1</sup>

"What we believe is, that the system projected by the first settlers, if it had been fully realized and sustained with the same interest with which it was first adopted, would have been fully adequate to the wants of succeeding generations. They had not advanced far enough from the house of bondage to forget that liberty and prosperity rested upon intelligence and moral integrity and that these were to be maintained by a sleepless vigilance.

"Nor did they lay upon others burdens which they were not willing themselves to bear. These laws had to be executed in perilous times, under the administration of such men as Cranfield and Andros, during the horrors of the French and Indian wars, amid the controversies with the heirs of Allen and Mason, while the bitter feuds of unsettled boundaries were raging, and through the seven years' war for independence. Nevertheless grand jurors were sworn whose special duty it was to present all breaches of the school laws. Perhaps we should not be authorized, by history, to assert that these laws were in all cases strictly obeyed. It is certain that frontier towns on direct petition were exempted from the support of a grammar school on condition that they should keep a school for reading, writing, and arithmetic."<sup>2</sup>

Between 1680 and 1783 grants of lands were made in most of the incorporated towns for the support of schools. It seems probable that in all the grants made by the Masonian proprietors, by the Massachusetts Colony, and by John Wentworth, second, one lot or share was reserved in each town for a school. But the same can not be said of all the numerous grants made by our "trusty and well-beloved Benning Wentworth, esq.," governor and commander in chief of the province of New Hampshire. He even refused to charter a college on the petition of a convention of ministers, presented in 1758, who desired to "serve the government and religion by laying a foundation for the best instruction of youth." But in 1769, under the administration of Governor John Wentworth, the charter was secured, the college founded, and a grant of 44,000 acres of land made to it.

From the beginning of the eighteenth century until near its close there was great apathy in the matter of maintaining schools, the law

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<sup>1</sup> Barstow's History of New Hampshire, pp. 285, 286, published in 1842.

<sup>2</sup> Hon. J. W. Patterson in the thirteenth annual report upon the common schools of New Hampshire, June, 1859. To this report we are indebted for a number of the extracts which follow.

respecting education being but partially enforced. Mr. Jeremy Belknap, the historian of New Hampshire, says that "when the leading men in a town were themselves persons of knowledge and wisdom they would provide the means of instruction for children; but when the case was otherwise methods were found to evade the law \* \* \*. It was the interest," he says, "of ignorant and unprincipled men to discourage literature, because it would detract from their importance and expose them to contempt." Furthermore, the neglect of schools "was one among many evidences of a most unhappy prostration of morals during that period. It afforded a melancholy prospect to the friends of science and of virtue and excited some generous and philanthropic persons to devise other methods of education." Among those who at this time came forward to awaken interest in the cause of education was the Hon. John Phillips, of Exeter. As an earnest of his intense convictions on this subject he founded and endowed a seminary of learning which in 1781 "was by an act of assembly incorporated by the name of Phillips Exeter Academy." Other towns soon followed the example set by Exeter and opened either private schools or academies, and the beginning was laid for that academic history in New Hampshire which is believed to have no parallel in the history of the other States of the Union.

As a further evidence of the new impulse given to education, social libraries were established in several towns of the State and a medical society was incorporated (1791) by an act of assembly.

By an article of the constitution of the State, legislators and magistrates were required "to cherish the interests of literature and the sciences \* \* \* ; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections and generous sentiments among the people."

The policy of the State has been to leave in the hands of the family and neighborhood the main share of the work in educating the child. This doctrine was in harmony with the active and liberty-loving principles of our ancestors.

The Revolution had greatly impoverished the people, and at its close the grammar schools for training boys for "ye University" existed scarcely elsewhere save in the phraseology of the statute. Such was their condition in 1789 that the legislature repealed all former acts on the subject. The amount of money for schooling was now definitely fixed by statute at £5 for every £1 of the proportion of public taxes to the individual town, which would give an amount equal to £5,000 for the whole State. This was to be expended in keeping an "English grammar school." This act also provided for the examination of teachers, requiring them to furnish certificates, from competent authorities, of character and qualification; established "English grammar schools" for teaching "reading, writing, and



arithmetic," and, in shire and half-shire towns, grammar schools for teaching Latin and Greek in addition to the branches required in the English grammar school, English grammar not being required in either grade. It moreover made the selectmen responsible for the full sum which they should fail "in assessing, seasonably collecting, and duly appropriating" for the purposes aforesaid.

The law of 1791 raised the assessment to be made on every 20 shillings of the proportion to £7 10s., making the whole amount £7,500. Otherwise it did not differ from the preceding law. The present constitution was approved by the people and established in convention September 5, 1792. In this organic compact we find the following enunciated as the basis and motive of all future legislation on the subject of education:

Knowledge and learning, generally diffused through a community, being essential to the preservation of a free government, and spreading the opportunities and advantages of education through the various parts of the country being highly conducive to promote this end, it shall be the duty of the legislators and magistrates in all future periods of the government to cherish the interest of literature and the sciences, and all seminaries and public schools: to encourage public and private institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and natural history of the country.

Pursuant of this fundamental principle an act was passed December 13, 1804, "for the better regulation of schools within this State, and for the repealing all laws now in force respecting the same." This law did not differ from that of 1789, except that it laid a tax upon the improved and unimproved lands and buildings of nonresidents, who in the previous law had been exempted. The new currency having gone into use it was required that the inhabitants should be assessed in a sum to be computed at the rate of \$45 for every dollar of their proportion for public taxes. An act of 1805 empowered towns to divide into school districts, and gave to each district a right to raise money by tax for the purposes of erecting, repairing, or purchasing a schoolhouse, and for securing all necessary utensils for the same. All qualified town voters were authorized to vote in district affairs. This was a bold step in the right direction, but has since been abused by multiplying districts to too great an extent. At the time it was necessary and greatly enlarged the facilities for education by increasing the number of schools and leading to the erection of new and more convenient schoolhouses. Previous to this the school was not unfrequently an itinerant institution, finding a "local habitation" as best it could; sometimes in a private residence, at others in a workshop, and occasionally in a barn. In 1807, the assessment was raised to \$70 on every dollar of the proportion, and the grammar schools for Latin and Greek, in shire and half-shire towns, were abolished. Academies had been established and rendered them unnecessary. In 1808 an act was passed which somewhat enlarged the range of studies in the schools. *It required that the tax raised for schools should be expended in*

teaching not only reading, writing, and arithmetic, but also the various sounds and powers of the letters in the English language, English grammar, geography, and such other branches as it may be necessary to teach in an English school. Schoolmistresses were allowed, however, to dispense with arithmetic and geography, and to teach such other branches of female education as may be deemed necessary to be taught in schools under their tuition. It also required of teachers, in addition to the usual certificate of intellectual qualification, a certificate of good moral character from the selectmen or minister of the place where they resided. It empowered districts to purchase and hold in fee simple so much land as may be necessary for erecting a schoolhouse and such other buildings, and also such yard as may be necessary for the accommodation of said schools. The third section of the act made it the duty of the towns to appoint a committee of three or more persons, whose duty it should be to visit and inspect the schools annually in their respective towns and parishes, in "a manner which they might judge most conducive to the progress of literature, morality, and religion." This was a new feature in our school legislation, and may have suggested the idea of a superintending committee to those who framed the law of 1827. An excellent law was passed in 1817 for the "support and regulation of primary schools." In the following year the assessment for schools was increased to \$90 for every dollar of apportionment of public taxes, for the sole purpose of supporting English schools within the towns for teaching "reading, writing, grammar, arithmetic, geography, and other necessary branches of education," and the purchase of "wood or fuel." This gave the amount of \$90,000 for the entire State.

The law of 1805, empowering towns to divide into school districts, was repealed in 1885.

In tracing the action of the State in respect to schools we are brought, in 1821, June 29, to the establishment of the literary fund. The fund was established for the sole use and purpose of endowing or supporting a college for instruction in the higher branches of science and literature, and to be appropriated to this purpose as the legislature should appoint. It was to be raised as follows: That no banking corporation should issue or put in circulation, after the 1st day of July, 1822, any bills, notes, or obligations, unless they had been stamped by the treasurer of State with some appropriate stamp and approved by the governor; and said corporations were to pay at or after the rate of \$50 for every \$1,000 in bills, notes, or obligations thus stamped, on the delivery of the same. It was provided, however, that the several and respective banking corporations might be relieved from this tax upon stamped papers, by paying, on the second Wednesday of June, annually, to the treasurer of the State, one-half of 1 per cent on the amount which shall at that time constitute the actual capital stock of said bank. The proviso subsequently became the law, and the fund

has since been raised in that way. This fund could not be applied to the benefit of any institution that was not under the direction and control of the State. The idea of a college was abandoned in 1828 and the fund, then amounting to \$64,000, was, by an act of that year, distributed to the towns according to the apportionment of the public taxes, to be used for the support of common schools, and for other purposes of education, in addition to the required school money. The laws for the distribution and application of this fund have undergone various modifications, but since 1848 it has been the duty of the State treasurer to distribute, in the month of June annually, the literary fund among the several towns and places in the State, according to the number of scholars, not less than 4 years of age, who shall be returned by the superintending school committee to the secretary of state for the year preceding, as having attended the district common school for a time not less than two weeks within the year. The money thus received must be applied to the maintenance of common schools, or to other purposes of education.<sup>1</sup>

The whole amount of this fund for ten years, beginning with 1847, was \$188,240.70. The average yearly income for the same time was \$18,824.07. In 1876 the fund amounted to \$27,000 in the aggregate, or 43 cents for each scholar. In addition to the above there is a small sum, arising from the tax upon the stock of railroad corporations, and paid from the State treasury to the towns in which the stockholders reside, a portion of which the law requires the selectmen to appropriate to the support of schools.

The legislature of 1827 passed an act upon the subject of education greatly superior, in point of comprehensiveness and adaptation to the wants of the time, to all previous legislation relative to this matter. The law was drawn with great ability and great care. It retained whatever was valuable in previous laws, and added several new provisions. It provided for the districting of towns, and enlarged and defined the powers of school districts and their officers. It provided, also, for the support of schools by the distribution to each school district, by the selectmen, of a portion of the yearly assessment for this purpose. It raised the qualifications of teachers, and required that scholars should be well supplied with books at the expense of parents, masters, or guardians, and, in case they were not able, at the public expense. It also required the annual appointment of a superintending school committee of not less than three nor more than five to examine teachers, to visit and inspect all schools in their respective towns twice a year, to use their influence and best endeavors to secure a full and strict attendance upon school of the youth in the several districts, to direct and determine text-books without favoring any

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<sup>1</sup> Later the fund was increased by a tax on deposits made by nonresidents in savings banks. The proceeds from the sales of public lands was also set apart for a school fund.

religious sect, and to present a written report to the town yearly, stating the time each school has been kept in summer and in winter, and what portion by male and what by female teachers, the whole number of scholars, the progress made in the various branches, the number of children between 4 and 14 (later 5 and 15) that have not attended, and between 14 and 21 that can not read and write. In short, in them was vested the legal control of the public schools. The eighth section defines the duties of instructors, and enjoins upon them to use their best endeavors "to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard to truth, love of their country, humanity, and benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and all other virtues which are the ornaments of human society. And it shall be the duty of such instructors to endeavor to lead those under their care into a particular understanding of the tendency of the beforementioned virtues to preserve and perfect a republican form of government, and to secure the blessings of liberty, as well as to promote their future happiness; and the tendency of the opposite vices to slavery and ruin."<sup>1</sup>

Two years later the office of prudential committee was created. The law provided that there should "be chosen annually, in the month of March, by each school district in the several towns in this State, except in the town of Portsmouth (for which special laws had been made), in such manner as such district may determine, a committee consisting of one or more persons, not exceeding three, who shall be resident in the district, and be called the prudential committee." The duties of this committee were specially limited to matters outside of the school room. This officer was the fiscal agent, and was expected to guard carefully the school expenditures. He had great influence in determining what the character of the school should be. He called the district school meetings together, selected and contracted with teachers for the district, provided for them board, furnished necessary fuel, notified the superintending school committee of the commencement of the summer and winter school, and gave them all such information and assistance as might be necessary for the performance of their duties. Several modifications were made of this law from time to time, relative to the mode of appointment and removal; but

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<sup>1</sup> While this law "provided with wise precision for the collection and report to the towns of the statistics of the school work, the whole law was essentially ineffective, because it failed to require the towns to return the statistics to the secretary of state for publication and general information." (Annual Report for 1858.) In fact the people knew very little of the condition of the schools except what fell under individual observation.

In spite of the excellence of the law of 1827, it can be said that there was no great improvement in the common schools of the State until after the creation of the office of commissioner of common schools in 1846.

none relating to the duties of the committee except one which authorized them to make such occasional repairs in the schoolhouse and furniture as might be necessary, not exceeding in amount 5 per cent of the school money for the district. By act of 1872 "female citizens may hold the office and discharge the duties of prudential committee of any district, or that of superintending school committee."

By an act of July 5, 1833, it was made the duty of the selectmen to assign to each district a proportion of the money annually assessed for the support of schools, according to the valuation of the district for the year, or in such other manner as the town at the annual meeting might direct, and to pay over the same to the prudential committee, whose duty it was to settle with teachers and provide for the incidental expenses of the district. The rate of this assessment varied from time to time. By an enactment of 1840 it was \$100 for every dollar of the public tax. In 1852 it was raised to \$135; in 1853 to \$150; in 1854 to \$175; in 1855 to \$200, and in 1870 to \$250. At any legal meeting for the purpose, a town may raise a sum exceeding the amount thus provided, but it must be assessed in the same manner. In addition to the above there is a small sum arising from the surplus revenue appropriated to the schools. The several amounts arising from these different sources for the current year may be ascertained by a reference to the general summary at the close of this report.

The friends of education throughout the State made strenuous efforts to secure to large school districts and villages the advantages of graded schools. In 1840 an act was passed authorizing the division and grading of any school whenever the number of scholars should equal 50 or more. Many of our best schools have become such by taking advantage of this act. Five years later authority was given to "any two or more contiguous school districts in any town or towns in this State to associate together and form a union for the purpose of establishing and maintaining a high school or schools, for the instruction of the older and more advanced scholars belonging to the several associated districts.

In 1843 an act was passed which required the selectmen, under the penalty of \$100, upon the application of 10 legal voters, to make the division of the town into school districts.

By an act of 1846 the office of State commissioner of common schools was created. This was but another name for superintendent of public instruction. Prof. Charles B. Haddock, of Dartmouth College, who happened at the time to be a member of the legislature, introduced and succeeded in having made a law a bill entitled "An act establishing the office of commissioner of common schools, and for other purposes." The governor and council were authorized to appoint a commissioner, who was to hold office one year. The first incumbent of the office was the eloquent and accomplished author of *the bill*.

By the fourth section of the act he was required to spend at least twenty weeks in the different counties of the State for the purpose of promoting, by inquiries, addresses, and other means, the cause of education. He was required to make to the legislature an annual report upon the common schools of the State, prepared from data which the superintending school committees of the different towns were required to furnish to the secretary of state. The salary of the office was \$600 per annum and personal expenses.

In 1848 the so-called Somersworth Act became a law. This act empowered the third district in Somersworth to establish and maintain a high school. A little later in the session the provisions of this act were extended and made applicable to all school districts which might adopt it, at a legal meeting held for that purpose. During the same year it was enacted "that any school district, when the number of scholars should exceed 100, might vote to keep such high school or schools as the interests of education might require" and to raise money for their support. This took the control of the school entirely out of the hands of the town committee, and gave the district power to choose their own superintending as well as prudential committee, the former to consist of not less than five nor more than seven persons.

The districting power was abused in almost every town of the State. In some it was carried to a ridiculous extreme. It was this fact that lead to the law of 1857, authorizing contiguous school districts to unite. Since 1827 there has been a great deal of legislating upon the law passed at that time. Fortunately, however, the hasty and partial legislation of one session is usually corrected by the prudence and wisdom of another. This was verified in the case of superintending school committees. No class of officers were more useful to the schools. So far as can be learned the requirements of teachers before this office was instituted were very low. Examinations were often neglected, and when there was the form it was frequently but a form.

Hence, men were sometimes employed to instruct who lacked every intellectual and moral qualification. They were not teachers, but masters of their schools. The office of superintending school committee revolutionized the schools, and yet it was hammered upon the legislative anvil without mercy.

In the original act discretionary power was given to the committee to dismiss incompetent teachers and to expel unruly scholars. This power was subsequently limited by checks and guards, tacked on by successive legislatures, until 1848, when it was thought best to follow the light of experience and to strip them all off and go back to the original law. The complaint of oppressive expense induced the legislature of 1833 to authorize the towns to dispense with the services of their superintending school committees, so far as related to the inspection or examinations of schools, if they chose. This was repealed July 6, 1846. At the summer term of the general court, 1858, a bill

was introduced and passed, defining and somewhat extending the duties of superintending committees. This law did not differ materially, except in a few points, from that of 1827.

It read as follows:

*Be it enacted by the senate and house of representatives in general court convened:*

SECTION 1. That the superintending school committee of every town shall prescribe rules and regulations for the management, studies, classification, discipline of schools and attendance upon them in their respective towns; and on satisfactory evidence that a candidate possesses a good moral character, a temper and disposition suitable to be an instructor of youth, they shall examine him in reading, spelling, writing, English grammar, arithmetic, in the rudiments of geography and history, and in other branches usually taught in common schools, and also his capacity for the government of the same; and they shall give to each candidate found competent a certificate setting forth the branches he is capable of teaching; and they shall visit each school at least twice during each term—once soon after its commencement and again at or near its close.

SEC. 2. The superintending committee may prescribe for any school, where in their judgment it shall be for the advantage of those instructed, the study of algebra, physiology, bookkeeping, philosophy, surveying, geometry, and national history, and such other branches as are deemed necessary to be taught therein; and teachers may be examined in each and all of such branches, in addition to the requirements of section 1 of this act.

SEC. 3. Superintending committees shall dismiss any teacher, although having the requisite certificate, who is found incapable or unfit to teach, or whose services are deemed unprofitable to any school, or who shall neglect or refuse to conform to the regulations by them made, or for other just cause, either without a petition, as provided in section 3, chapter 77, of the compiled statutes; and, in such case, they shall give immediate notice to the prudential committee of such dismissal.

These committees were elected ordinarily by ballot at the annual town meeting, but could be chosen for such terms as the town thought proper, and could consist of any number that the town chose.

In addition to the duties already specified they were required to furnish to each teacher a blank register for keeping a school record, and make an annual report (under a penalty of \$50 for neglect) to the town meeting and to the State superintendent of all appropriations of money and of other matters relating to the schools, with an enumeration of the school population of each sex, and the number of each between the ages of 5 and 15 years that had not attended school.

In case of the dismissal of a teacher by the request of the legal voters of the town, they were required to give twenty-four hours notice and a hearing, but they could of their own motion do the same without a hearing for the reasons already stated in section 3.

Text-books introduced by them must continue in use for three years from the time of introduction, and not more than one such book or series of books on any subject used in each class of schools could be changed in any year. No sectarian or partisan work could be introduced into the schools.

They also had in charge the methods of instruction, the discipline

to be adopted, the condition of schoolhouses, and all interests affecting the welfare of the schools.

In 1848, by the enactment of a stringent law, public instruction was secured to children employed as factory operatives, and by subsequent legislation this was made more effective. The law now provides that no child under 16 years shall be employed in any manufacturing establishment unless he has attended school at least twelve weeks during the preceding year and can write legibly and read fluently; also, that no child under the age of 14 years shall be employed in any such establishment unless he has attended school at least six months during the year just past, and that no child under 12 years shall be so employed unless he has attended school in the district where he dwells the whole time it was kept during the preceding year. Further, the law directs that children between the ages of 8 and 14 years shall have at least twelve weeks of schooling in every year unless excused by reason of some mental or physical disability.

In 1850 the act establishing the office of commissioner of common schools was abolished, and, with the design of introducing a system of common-school supervision that should reach every town and district in the State, a new act was passed for the appointment of county school commissioners, who were appointed by the governor and council annually and constituted a board of education for the State, the chairman and secretary being chosen by them from their number. One commissioner resided in each county.<sup>1</sup> Each commissioner reported to the secretary of the board, and he prepared the school report.

The commissioners were required to meet at the capital of the State on the third Wednesday of August to organize by the choice of a chairman and secretary. The law made it the duty of the board "to recommend such books as might appear to them most suitable to be used in common schools, and such method of instruction, modes of government, and discipline to be pursued in said schools as seemed best adapted to promote their usefulness." It required the commissioners to spend not less than one day in a town each year for the purpose of promoting, by addresses, inquiries, and other means, the cause of common-school education.

It was the duty also of each commissioner to take charge of any teachers' institute that should be held in his county. Institutes were at first held from time to time at convenient localities throughout the State by voluntary contribution; but in 1846 an act was passed authorizing any town to raise, at a legal meeting for that purpose, in addition to the amount raised for the support of schools, a sum not exceeding 5 per cent of such amount for the support of teachers'

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<sup>1</sup> With this exception, county supervision—which one has called "the right arm of our school agencies"—is an agency untried in New Hampshire.



institutes within the limits of the county in which the town was situated. In 1851 the sum was fixed at 3 per cent. The following year the selectmen were authorized to pay over the same to the county commissioner, who by a law of 1850 was required to take charge of institutes. In 1857 the institute fund was cut down to 2 per cent of the common-school tax, and by an act of the legislature, July 4, 1861, the institutes were abolished.

Not much was ever effected under these laws, but much more had been done by the voluntary organizations of the teachers of the State. Realizing the advantages to be derived from the exercises and the association of institutes, and wishing to perpetuate and, if possible, deepen the esprit de corps of the profession, they maintained their voluntary organizations, held their meetings, and bore the expense of them, the institutes being no part, as in most of our States, of the general system of public instruction.

The board of education was required to make an annual report,<sup>1</sup> through their secretary, to the general court upon the common schools of the State, comprising the substance of the returns from the several towns and such information and suggestions as might seem useful to said board. It tried to awaken public interest, to improve schoolhouse architecture and furniture, to elevate the standard and improve the methods of common-school education.

The condition of schoolhouses was beginning [1850] to attract attention, and attempts were made by Commissioner R. S. Rust and others to build new ones in accordance with the improved school architecture already introduced in Rhode Island.

Attention was often called in the reports of this period to the laws enacted in 1671 and 1789, which required that care should be taken to employ no "teachers of immoral sentiments;" and, moreover, that instruction in the principles of piety, justice, and love of country be secured to the children.

The history of the act of 1861, above referred to, was as follows: A bill was introduced into the legislature repealing the laws relative to school commissioners and teachers' institutes, and establishing the office of superintendent of public instruction. The superintendent was to hold office for one year and devote to its duties his whole time. He was to appoint, with the approval of the governor and council, two assistant superintendents, to hold office four months from the 1st of November, who should act under his direction in visiting towns, examining schools, and delivering addresses. Each town in the State was to be visited at least once in each year by the superintendent or one of his assistants. The bill proposed to appropriate \$2,200 annually for the salaries and traveling expenses of the superintendent and

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<sup>1</sup>Their first report was made in 1851. This was the fifth annual report "upon this branch of the public interests." The first was made in 1847 by the commissioner.

assistants. This bill passed the house of representatives, but was defeated in the senate, where a bill was substituted for it which retained the county system of supervision and abolished the teachers' institutes. The senate substitute bill was passed, and the salaries paid to the commissioners were reduced one-third—that is, collectively, from \$1,200 to \$800.

In 1862 a bill was introduced authorizing the board of education to nominate some person for State superintendent of public instruction, subject to the consent of both houses of the legislature in joint convention. In case the legislature failed to confirm the nominee, the appointment should be made by the governor and council. The State was to be divided into five educational districts.

These acts, though not approved, show that there was a popular demand for a better system of school supervision. Also, there is little doubt that in the education furnished in the preparation of teachers for their work, in buildings and appliances for school purposes there was still much to be desired.

In 1867 the office of county commissioners was superseded by the act creating the office of superintendent of public instruction, which officer, with the governor and council, constituted the State board of education. By act of 1874 the State board of education was to consist of the governor and council, who were to have general supervision and control of the educational interests of the State. The language of the statute, however, did not confer any power upon this board either to make or enforce any law, placed no funds at its disposal, and clothed it with no power but that of advice.

In 1868 a bill was passed requiring that teachers' institutes be held annually in each county, at the expense of the State. These institutes grew rapidly in public favor and interest. The best educators of the State attended them and rendered most valuable service, but for some reason in 1874 the State failed to make any appropriation for them.

In 1870 an act was passed establishing a State normal school. This school has been supported by appropriations annually. Another act in the same year required that all children between the ages of 5 and 15 years, unless excused by reason of ill health, should attend a public school or receive private instruction at least twelve weeks annually.

Among the men who, during the sixth and seventh decades of this century, were prominent in the educational work of New Hampshire were Profs. Hiram Orcutt, Silas Pearl, E. T. Quimby (of Dartmouth College), E. Knight, A. B. Meservey, E. D. Sanborn (of Dartmouth), and Rev. L. D. Barrows, D. D.

Dr. Orcutt, in the years 1869, 1870, and 1871, drafted and introduced in the legislature various educational bills, which were enrolled and became laws. Among these was the bill (1) to establish a normal school; (2) to make attendance upon public schools compulsory; and

(3) an enabling act which authorized the towns to change the district to the town system.

For nearly a quarter of a century it was thought that the schools in the rural districts had made little or no progress. A great barrier to their improvement was believed to be the district system. For nearly two hundred years after New Hampshire was settled the subdividing of the town for school purposes had been unknown. Hence a return to the town system was held to be the remedy that was needed in order to increase the efficiency and value of the schools.

In 1867 a State superintendent of public instruction was appointed by the governor and council for a term of two years. At first he cooperated with a board of education consisting of the governor and council, but later he acted alone. His duties were to cultivate an interest in the public schools and raise their standard of efficiency. He prescribes the form of school registers and of blanks for the returns to be made by the school committee, sends these to the clerks of the several towns and cities for distribution, receives and arranges all returns and reports of school committees, distributes State documents in regard to public schools or other forms of education, collects in his office school books, apparatus, maps, and charts, investigates the condition and efficiency of the school system and pursues such a course as to him seems best fitted to excite an interest in education and guide such interest in the best channels when aroused. Before the first Wednesday in June he is required to make a report to the general court. This includes an abstract of the reports of school committees, details of his own acts, and details of the condition and progress of popular education in the State, and such suggestions as to improvements and the like as his judgment may dictate.

Amos Hadley was the first to fill this office. In his first annual report, Twenty-second Annual Report of the Common Schools of New Hampshire, he calls attention to the State Teachers' Association, organized about 1853, which had already "accomplished much good and had the capacity to accomplish much more," and declared "that systematic associated effort of wider range than hitherto established was a condition essential to due educational progress in our State." He favored the formation also of county associations that should meet five or six times a year, and itinerate from town to town. Such associations already existed and had been the source of much educational good, and he "thought it feasible to extend a similar arrangement throughout the State." In addition to forming these associations he strongly urged that the teachers of each town should associate themselves together and hold during the year at least one meeting in each school district. His effort was to render the associations both popular and professional in their character, and, in many instances, institute lectures upon the several branches of common-school study were gratuitously delivered by accomplished instructors.

The object of these associations was "to awaken and guide public sentiment in relation to the practical interests of education," to promote the mutual improvement of the members, and to magnify education, as other interests are magnified, by associated effort. The meetings were profitably occupied with lectures, essays, and discussions upon the numerous topics pertaining to education in its multifarious relations, and in the presentation and exemplification of the best modes of instruction. The talent in the several counties, otherwise educationally latent, was brought out. The minister, the lawyer, the physician, the merchant, the farmer, the mechanics, attended, and contributed each his share of thought in aid of the noble cause which concerns them all. The teachers in all departments of instruction, from the college to the primary school, were of the membership, and communicated and received the results of their varied culture and experience. School committees derived needed information, as well as strength and stimulation for their important work. Through them prudential committees could, to some extent at least, get into a better defined connection with the school system than they had hitherto occupied, and be led to hire teachers with the same sense of educational duty and responsibility as becomes him who examines and decides as to qualifications.

Meanwhile the public interest was awakened by a succession of meetings of such associations. People saw that something was going on; and curiosity, if nothing else, prompted them to find out what it was. In this way public interest was enkindled and education became a matter of everyday thought and conversation. Of the function of the common school, his report continues:

Summarily, it may be said that, in respect to the education of the intellect, the function of the common school is elementary, affording that training which is indispensable to all, whatever is to be their future position or pursuit. It is fundamental, laying the basis of a structure of knowledge more or less lofty and complete, but broad and firm enough for the loftiest and completest. It is to commence aright the process of developing and cultivating the mental faculties. It is to bring within the reach of the mind such food of knowledge, such facts, such information, as shall be, directly or indirectly, useful to the future man and woman in the practical duties and relations of life. It is to present this food of knowledge in such modes as shall best promote mental growth and strength in the very act of acquisition. It is to form habits of self-activity and self-culture which shall enable each of us to do his own thinking, his own speaking, his own acting, to best help himself in the sphere of effort adapted to his God-given bent and amount of faculty, and which shall lead to the indefinite future improvement of the individual and to the constant increase of his capacity to bless society, country, and race.

In respect to the development and cultivation of the moral faculties, the function of the common school is to help form habits of self-control, the inculcation of good manners, and of cheerful compliance with the requisitions of law, human and divine, by the maintenance of wholesome discipline, of which parental love is the basis. It is to aid in enlightening and rectifying the conscience, and in inculcating, as enjoined in our own State constitution, "humanity and general benevo-

lence, public and private charity, industry and economy, honesty and punctuality, sincerity, sobriety, and all social affections and generous sentiments." It is to accustom the young to draw, with reverent and devout heart, the sublime inference of divine power, contrivance, and goodness from the perfect adaptation of means to end, as revealed in the several subjects of instruction; nay, more, to employ that religious inculcation which is without sectarianism, and which, with an open, undogmatized Bible, leads to search the heart, to weigh actions by motives, and to obey the golden rule of love to man as the highest manifestation of paramount love to God.

In respect to the physical faculties, their proper development and present and future well-being, there may be required of the common school a practical recognition of the true and important principle that "to be a good animal" is a prime condition to human prosperity, individual and social. This principle enforces the communication of that knowledge of man's physical organization and the laws of its proper and healthy action which shall lead the individual to avoid transgression with its sure penalties, painful and disabling to himself and burdensome to community. Moreover, the same principle requires that physiological and hygienic instruction shall have, as requisite accompaniments, pleasant and healthy schoolhouses, proper times and modes of mental relaxation, and the practice of such gymnastic and calisthenic exercises as varied circumstances may render necessary or desirable.

Intellectually, a good common-school education may be said to comprise at least the mastery of reading, spelling, writing, arithmetic, geography, English grammar (with its practical application in composition), bookkeeping, the elements of physiology and hygiene, and of history, at least that of our own country. There should also be included the acquisition of more or less knowledge of drawing and of vocal music. Moreover, the learner should be enabled to catch from judicious oral instruction, if circumstances permit no other, refreshing glimpses of the great field of general knowledge, glimpses that shall fill the young soul with irrepressible longings to see and know more.

But while we broaden the old curriculum of the "three R's" and extend it further and further up along the hill of science with an ever-widening horizon of beneficent influence, the essentially elementary character of common-school education must not be forgotten. School life is short—by far too short here in our State—and it is better that the young mind spend all of it, if need be, in strengthening and testing its pinions in the lower air than fritter any of it away in essaying premature and feeble soarings into the higher. Let us not be overanxious about the "higher branches;" they have foundation upon the lower, and we may lay them in proper time and round, if our masonry be good; but we must build from below, else gravitation fights against us and our labor is vain.

Nor should the æsthetic faculty be overlooked in the common school. Much may be done there, by hint and suggestion, to awaken and cultivate an appreciative discernment of the beautiful in nature, art, and literature. The tree, the flower, the landscape, the engraving, the painting, even the plaster copy of the statue or relief, the choice selection of prose or poetry in the reading book, each has its æsthetic lesson, which competent instruction will draw out and impress upon the young mind. The power of appreciating the beautiful makes its possessor a copartner with genius in the results of its highest efforts. It enables him to hold "high converse" with the great immortals who have wrought in literature and art. It makes him a copartner with nature herself in her most precious mysteries. Let the school be beautiful for situation and construction; let the choice picture adorn its walls; let the vase of flowers stand upon the teacher's desk; let festoons of forest leaves do honor to the public day. The beautiful is the loved sister of the good and the true; and the three, fairer than the mythic graces, should abide together wherever instruction's voice is heard.

In this report of the superintendent attention is called "to a great neglect of certain important branches of study." One of these neglected branches was the history of the United States. He says:

Estimating liberally and as best I can from the somewhat imperfect reports, I find that on an average only one in fifty of those attending school make this a study. It should, I think, be reckoned as one of the essential branches, never to be neglected.

Other neglected branches were bookkeeping, penmanship, English composition (though there was much study of what was called grammar), drawing, vocal music, gymnastics, physiology, and hygiene. Physiology, indeed, a branch of study the knowledge of which tends to produce results so important, was not simply neglected; it was more properly classed as ignored. Only a few years later a change had taken place, and drawing, vocal music, and gymnastics were already introduced into the schools and receiving much attention.

The essentials of a good and profitable school were believed to include (1) a good schoolhouse and appliances; (2) a sufficient number of pupils; (3) good instruction—that is, a continuous uniformity of instruction and discipline; (4) proper parental interest and sympathy, and (5) direct official supervision.

#### SCHOOL STATISTICS.

The report of school statistics for 1850 was as follows:

Number of school districts reported.....	2,167
Number of pupils above 4 years of age attending two weeks or more.....	78,863
Number attending the winter schools.....	77,806
Number attending the summer schools.....	61,498
Average attendance in winter.....	60,271
Average attendance in summer.....	46,225
Number of children between 4 and 21 years, about.....	100,000
Average length of the winter schools (in weeks).....	9½
Average length of the summer schools (in weeks).....	9½
Average monthly wages of male teachers, exclusive of board.....	\$14.73
Average monthly wages of female teachers, exclusive of board.....	\$6.21
Number of male teachers employed in winter schools.....	1,246
Number of female teachers employed in winter schools.....	961
Amount raised by taxation for schools.....	\$145,892.12
Amount contributed in board and fuel.....	9,738.12
Income from local funds.....	8,097.42
Amount from literary fund.....	10,790.00
Total amount raised for schools.....	174,517.66
Amount raised for teachers' institutes.....	1,020.52

The statistics for 1859 were as follows:

Number of towns reported.....	228
Number of towns and locations where schools are established neglecting to report.....	4
Number of school districts reported.....	2,362
Whole number of different scholars 4 years of age and upward attending school not less than two weeks.....	86,708

Average attendance of scholars through the year .....	55,606
Ratio of the average attendance of scholars to the whole number of different scholars, expressed in decimals .....	0.64
Number of children between 4 and 14 years not attending school anywhere <sup>1</sup> .....	1,212
Average monthly wages of male teachers, inclusive of board .....	\$25.30
Average monthly wages of female teachers, inclusive of board .....	\$14.15
Number of male teachers employed through the year .....	1,104
Number of female teachers employed through the year .....	3,134
Number of teachers employed who have attended teachers' institutes .....	2,556
Number of teachers teaching anywhere whose home is in the State <sup>1</sup> .....	2,346
Average compensation paid for services of superintending school committee .....	\$38.52
Number of volumes in school, district, and town libraries .....	37,308
Estimated value of schoolhouses and lots, with appurtenances <sup>1</sup> .....	\$704,904.25
Estimated value of maps, charts, reference books, blackboards, and other school apparatus .....	\$8,742.59
Number of schoolhouses unfit for their purpose .....	573
Average length of summer schools in weeks .....	10.3
Average length of winter schools in weeks .....	10.7
Amount of money raised by town tax for schools .....	\$215,465.20
Amount of money raised by town tax for schools more than the law requires .....	\$18,064.08
Amount contributed by districts or individuals in board, fuel, and money to prolong the schools beyond what is raised by town tax ..	\$12,795.54
Amount of income from local funds for schools .....	\$7,927.51
Amount of income from surplus-revenue money .....	\$1,452.75
Amount of income from literary fund used .....	\$23,841.08
Amount of income from railroad taxes for support of schools .....	\$3,295.35
Total amount of money appropriated for public schools .....	\$282,841.51
Average amount appropriated for each scholar .....	\$2.89
Number of visits of superintending school committee .....	11,333
Number of visits of prudential school committee .....	4,254
Number of visits of citizens of towns, not including strangers .....	79,516
Cost of schoolhouses built or repaired during the year, including land, fences, and permanent furniture <sup>1</sup> .....	\$31,270.87
Number of incorporated academies and other public schools .....	77

The summary of statistics for 1867-68 was as follows:

Number of towns and cities .....	233
Number of towns and cities making returns .....	220
Number of school districts .....	2,287
Decrease for the year .....	22
Number of schools .....	2,487
Number of scholars attending .....	77,138
Decrease for the year .....	709
Average attendance .....	52,476
Decrease for the year .....	590
Ratio of average attendance to the whole number of different scholars (in decimals) (same as last year) .....	0.68
Number of children between 4 and 14 years not attending anywhere .....	3,228
Increase for the year .....	414

<sup>1</sup> Reports defective.

Number of male teachers .....	477
Number of female teachers .....	2,465
Number of different persons employed as teachers .....	3,722
Average wages of male teachers per month .....	\$34.64
Increase for the year .....	\$1.55
Average wages of female teachers per month .....	\$19.78
Increase for the year .....	\$1.34
Number of teachers teaching for the first time (imperfectly reported) ..	397
Number of teachers teaching the same school two or more successive terms (imperfectly reported) .....	623
Number of teachers who have attended teachers' institutes .....	1,018
Whole length of summer schools in weeks and decimals of weeks ..	22,202.80
Whole length of winter schools in weeks and decimals of weeks ..	22,241.33
Average length of the schools in weeks and decimals of weeks .....	16.88
Estimated value of schoolhouses and lots .....	\$1,130,698.00
Increase for the year .....	\$133,865.00
Estimated value of school apparatus .....	\$13,327.17
Number of unfit houses .....	427
Decrease for the year .....	55
Expenditures in building and repairing schoolhouses .....	\$86,191.78
Increase for the year .....	\$10,225.55
Compensation paid school committees .....	\$10,246.08
Increase for the year .....	\$395.11
Amount raised by tax for support of schools .....	\$282,606.58
Increase for the year .....	\$39,890.62
Amount raised by tax beyond what the law requires .....	\$66,528.01
Increase for the year .....	\$8,010.19
Amount contributed in board, etc., to prolong the schools .....	\$24,599.41
Increase for the year .....	\$4,596.92
Amount of income from the surplus-revenue money reported as used for schools .....	\$1,840.68
Amount of the literary fund as reported .....	\$10,824.07
Amount of railroad tax reported as used for schools .....	\$7,735.30
Amount of income from local funds .....	\$5,869.58
Total amount expended for schools, exclusive of school committees' compensation .....	\$333,465.62
Increase for the year .....	\$43,158.31
Average amount to each scholar .....	\$3.69
Number of visits of school committees .....	11,804
Number of visits of prudential committees .....	2,518
Number of visits of others .....	68,849
Number of academies and other permanent schools reported for the year .....	51
Number of volumes in libraries .....	55,079

The superintendent, in his report for 1875-76, calls attention to the following improvements since 1871:

(1) In the popular sentiment favoring the support of schools and advancing their interests; in the increase of educational meetings held in towns and districts; in the general demand for a more frugal expenditure of the school money, and in the growing tendency to discard the district system and adopt the town plan.

(2) In the work of school supervision; in examining teachers and pupils; in organizing and conducting schools; in the written work of pupils, and in the school reports.



(3) In a general desire to secure better-qualified teachers and more thorough instruction.

(4) In the introduction of singing, free-hand drawing, elements of the sciences, and in oral lessons.

(5) In the establishment and management of the State Normal School, with its improved facilities for training teachers.

(6) In the erection of new school buildings adapted to the comfort of pupils, and supplied with necessary appliances for school work.

In 1880, ex-Senator J. W. Patterson, who many years before had rendered important service to the State as secretary of the board of education, was appointed State superintendent of public instruction.<sup>1</sup>

From his report of 1882—that is, fourteen years after the report of Mr. Hadley from which we have quoted—we get a later and much nearer view of the condition of the school system of the State. Undoubtedly the schools in the cities and larger towns had during these years made a very gratifying advance, while unfortunately in the rural and sparsely settled districts, mainly through lack of pupils and an adherence to the old district system, the schools were either no better equipped or offered positively inferior facilities for acquiring an education. Superintendent Patterson, in his able report, says:

Our schools, as they stand, are of incalculable service to the State; but it is obvious that, as a system, they do not discharge their high function as effectively as they ought. They do next to nothing for the manual dexterity and skill of scholars—very little to quicken perception and enlarge the fertility of intellectual resources. They do not make the formation of habits of observation and reflection an object of definite and continuous effort; do not exercise, and therefore do not educate, the judgment in practical matters of everyday concern. The objects and activities of actual adult life are not sufficiently used as instruments and illustrations in our schooling. Hypothetical, if not impossible, examples are too generally employed in the elucidation of principles. There is too much blind cramming of the memory with what the unawakened understanding does not apprehend—too little discrimination between what is useful and what is useless in the acquisition of knowledge.

The scholarship of many of our teachers is too limited and inaccurate, and they lack the power to instruct according to the approved practice of the best educators. There is among them a fatal want of knowledge of the laws of mind growth and the natural order of studies. Not unfrequently they confound silence with order, and mistake mental stagnation for mental digestion. With such drawbacks, the physical, intellectual, and moral faculties of children can not be so disciplined and informed as to fit them to do their best in the industries and responsibilities of after life.

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<sup>1</sup> *School commissioners and superintendents.*—State school commissioners: Charles B. Haddock, 1846-47; Richard S. Rust, 1847-50. County commissioners, forming the State board of education, whose secretary was the chief officer: Secretaries, John S. Woodman, 1850-51; Hall Roberts, 1851-54; Rev. King S. Hall, 1854-55; Jonathan Tenney, 1855-57; James W. Patterson, 1857-61; William D. Knapp, 1861-62; John Wingate, jr., 1862-63; Rev. Roger M. Sargent, 1863-64; Rev. Charles A. Downs, 1864-65; George W. Cate, 1865-66; Rev. Roger M. Sargent, 1866-67. State superintendents of public instruction: Amos Hadley, 1867-69; Anthony C. Hardy, 1869-71; John W. Simonds, 1871 to December 6, 1873; Daniel G. Beede, December 6, 1873-74; John W. Simonds, 1874-76; Charles A. Downs, 1876-80; James W. Patterson, 1881—still in office in 1891.

Many of our schools are extremely good, and others deplorably bad. Nothing can be more gratifying than the enlightened liberality of some of our cities and towns in this cause. Elegant and substantial buildings have been erected, in which all that experience and good taste would dictate has been done. Every facility for securing the best work has been provided; trained and accomplished teachers have been employed at generous rates, and a system of intelligent and efficient supervision established. The immediate effect is seen in the accurate and advanced scholarship of pupils in these favored localities, and the ultimate result will be an enlarged capacity and influence in all the vocations and responsibilities of an intelligent community.

Unfortunately, there are places where the opposite of all this exists—where the schools are moderately good or positively bad, and where the indifference to education seems to keep pace with its decline. The ideas and aspirations of the public stand at the level of its intelligence. Parents so circumstanced do not realize that the success of their children and the prosperity of the State are involved in the schools, and that citizens from such localities, wherever resident and however gifted, are predestined to be “hewers of wood and drawers of water.”

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Inventions, and their profitable use, are the offspring of intelligence, and especially of science. Six-sevenths of all the patents of the country have been taken out in States having established systems of common schools. Only an educated people can excel in manufactures of a high order, such as we must have if we are to maintain our old relative position in the Union. The New England public school is the source of New England's greatness and success, and the earlier we wake up to a realization of this fact the better it will be for the State.

The schools in agricultural communities are those which most trouble and perplex the friends of education. Many of these are so small, so short, and so poor that they do next to nothing for the education of the children; and how to make them larger, longer, and better is a difficult problem to solve. \* \* \* Of the 2,644 public schools in the State the last year, 753 numbered 12 or less than 12 scholars, and 310 numbered 6 or less than 6. An examination of the annual reports for the last fifteen or twenty years will show a decrease of nearly 3,000 in the pupilage of the State within that time. The gradual revolution which has been going on in the industries of New England has created a tendency of the population to the manufacturing and other business centers. This multiplies the children in such towns; but the schools of the rural districts, from an opposite tendency, are suffering a constant depletion. Occasionally, in a district where there are but few pupils, there will be a large amount of taxable property and a generous school fund. But this is exceptional, and where it occurs there will be a wasteful expenditure of funds, sufficient for the maintenance of a much better school for two or three times as many scholars. Usually scholars and educational revenues fall off together, and a school of 6 or 8 scholars will be limited to as many weeks. In such districts money is likely to be squandered on inexperienced, incompetent, cheap teachers, through a desire to lengthen the terms. To discover any progress from year to year in schools of this grade is as difficult as to measure the parallax of the fixed stars.

This inequality of privileges, though entirely undemocratic, seems inevitable under the law of 1805, which “empowered” the several towns and places in the State “to divide into school districts and define the limits thereof.”

From the legal establishment of schools in 1647 to 1805, a period of one hundred and fifty-eight years, schools had been organized and maintained by the town, under the direction of the selectmen. At that time the population had hardly begun to segregate into manufacturing cities and villages, and hence were more equally distributed over the territory. A mistaken economy had kept down the

numeroer, and so overcrowded the schools, and it was thought that public interest in them had been weakened by being too much diffused.

To remedy these evils the district system was resorted to. It was believed that by judiciously dividing the towns schools might be brought to the proper dimensions for the best work, and by localizing and so concentrating the interest of each neighborhood upon its particular school a more liberal support and a more constant supervision of the education of the children might be secured. In 1827 a bill passed the legislature, very comprehensive in its scope, which has been the basis of all our subsequent laws on this subject. By this act provision was made for prudential and superintending committees, and their respective duties defined.

The system thus inaugurated measurably effected its object for the time, and was productive of good. But there is a growing impression, which I find quite generally expressed in the reports of the town committees, that it has outlived its usefulness. \* \* \* The decrease of births in our native families, and a continuous out-drift of the inhabitants from the purely farming towns, and especially from those lying at a distance from the railroads, renders some action imperative if we would save the old-time intelligence and thrift of the State. It will be an unfortunate day when the wealth and influence of the country are absorbed by the cities, and when the business and political power of the land fall into the control of great centers and corporations. The tendency is in that direction, and can only be counteracted by superior force and intelligence in the rural population.

I have visited a large, well-ordered house, fitted to hold 50 scholars, where I found only 3 lonely children, the entire pupilage of the district; and there are districts in the State where once there were 70 and 100 scholars, but where to day there is not one.

A year later he says that in one of the towns of Hillsboro County the number of school children was only one-fourth as large as it was forty years before.

In almost every town there are schools which should be united, and where, with such a change, the present school tax should furnish the children longer and better schools, and pay for the transportation of the more distant to and from school.<sup>1</sup> In some places it would seem to be advisable to provide primary schools for the smaller children in easily accessible localities, and two or three advanced schools in central positions, in which all the larger scholars of the town could pursue the branches of a higher education, under competent teachers, and with no additional expense. A high school might supplement this plan where it is feasible. In this way something of the advantages of a graded system might be enjoyed even by the sparsely settled towns of the State.

Among the radical faults which have come under my observation is the defective classification of many of the schools, and it is one difficult to correct on account of the inconsiderate action of parents. If superintendents would rigorously discharge the duty which the law lays upon them, and reduce the text-books to a single book or series of books on one subject, and see that that book or series of books is kept in use for the period required by the statute; if, in addition, he would insist, as he should, on having no more classes than could profitably be instructed, the evil would be overcome. But that is a difficult, perhaps at times an impossible, thing to do. Scholars are gathered from different quarters, and

<sup>1</sup>In 1878 a law was passed enabling districts to employ 10 per cent of the school money for the conveying of pupils that lived more than a mile and a half from the schoolhouse.

they and their parents insist on using the books they have brought with them, regardless of the prescribed course.<sup>1</sup>

In this effort to properly organize and classify the schools in our agricultural towns the patrons of the schools must give their cordial and active cooperation to teachers and superintendents, or their children must continue to struggle with insuperable difficulties.

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Thoughtful observation will reveal to us the essential truth that, while class wealth and power may exist among an illiterate population, general intelligence is necessary to the diffusion of wealth and power among the masses. We have only to recall the facts of our own history to learn that the success and usefulness of the sons of New England, found in every State of the Union, are due to the precepts and discipline of our public schools. The citizen who can reflect on these things and remain indifferent to the education of children lacks the sensibilities of a parent and the instincts of a patriot.

I desire to call attention to two or three points, in respect to which there seems to be a pretty general indifference to law.

1. Section 20, chapter 89, of the General Laws provides that "the selectmen of each town and the assessors of each city shall annually, in the month of April, make an enumeration of the children of each sex between the ages of 5 and 15 in their respective towns and cities, and shall make a report of such enumeration to the superintending school committee of their respective towns and cities with [in] fifteen days after the completion of each [such] enumeration."

So far as I can judge from the returns, this law, though designed to secure a correct census of children within the school age and to determine the amount of nonattendance and consequent violations of the statute for the prevention of illiteracy, is set at naught by the selectmen of at least a third of the towns of the State.

2. Section 6, chapter 89, General Laws, reads as follows: "No person shall be employed or paid for services as a teacher unless he shall produce and deliver to the prudential committee a certificate of the school committee of the town in which the district where the school is to be kept is, or is deemed to be, that he is well qualified to instruct youth in the branches to be taught in such school."

This law is almost universally violated by prudential committees, who employ and sometimes pay teachers without the proper evidence of their qualifications to teach. Both the spirit and the letter of the law are disregarded, and often a great wrong done to the district, by entering into a contract of this kind without a previous call for and examination of the legally prescribed certificate of qualification. It seems clear that the intent of the law is to make sure of the proper qualifications of the party presenting himself before he is employed. If a teacher begins a school before "having obtained and delivered, or tendered, the proper certificate," he can draw no public money for his services, if objection is made, till he has complied with the law. Previous to that act the school is a private school, for the prudential committee can not consummate a contract with any person to teach the public school till it has had the designated legal evidence of the qualification of such person to teach. The usual preliminary conversation between the parties may be had at any time, but the act of employing must be subsequent to the presentation of the certificate. This violation of law leads to many of the controversies and much of the incompetent teaching of the State.

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<sup>1</sup>By an act passed in 1883 any town or district may at any lawful meeting raise money by taxation or otherwise for supplying the scholars in the common schools with suitable text-books free of charge. By 1887 a number of towns and cities in the State had adopted this plan with most satisfactory results.

3. Section 16, chapter 89, provides that "every teacher, at the close of his school, and at the end of each term thereof, shall make a return of such register or record to the school committee of the town, who shall give to him a certificate thereof: and no teacher shall receive payment for his services until such certificate is produced and delivered to the prudential committee."

Here, again, prudential committees are in fault who pay teachers without requiring a certificate that their registers have been properly filled and filed. As a consequence of the disregard of this act, nearly one half the registers are incomplete in some particulars, and many are very imperfect. This throws a great amount of perplexing and unnecessary labor upon town committees, and renders it impossible for them frequently to make out a full and reliable report to the town and to the superintendent of public instruction. It will be readily seen that this violation of law is very far-reaching, for it vitiates all the statistics which enter into the reports to the town, to the State, and to the General Government.

4. Section 3, chapter 92, prescribes that "The school committee of each town shall, before the first Wednesday of April, annually transmit to the superintendent of public instruction a copy of the report by them presented to the town, and answers, according to the forms provided, to all such questions as may be proposed by said superintendent of public instruction relating to the appropriations of school money received, the studies pursued in the schools, the methods of instruction and discipline adopted, the condition of schoolhouses, and any other subject relating to schools."

This law, too, is violated, notwithstanding the fact that the school committee can not legally draw pay and is liable to a fine of \$50 if it fails to transmit to the superintendent of public instruction before the 1st day of April a copy of its annual report and a table of statistical returns. In some cases, perhaps, a little delay is unavoidable in seeking statistics elsewhere than in the imperfect registers, but there can be no good excuse for two or three months' delay. There will be a few towns every year from which the returns can not be obtained, by repeated and urgent applications, till after the time designated by law for the superintendent's report to be made to the legislature. I do not call attention to these things for animadversion, but simply to suggest that if any man can invent a way by which the most worthy and respected citizens can be induced to obey the law in the discharge of official duties he will be entitled to the gratitude of the State as a public benefactor.

#### INCREASED INTEREST IN THE COMMON SCHOOLS.

The interest taken by the people of New Hampshire in the common schools is unquestionably very much greater now than at any preceding period of her history. The past decade has witnessed many improvements and a steady advance along all the lines of educational work. In 1883 the superintendent said that there was a growing disposition on the part of parents to visit the schools and participate in the discussion of educational questions; there was a strong desire that the education of the children be more extended and made more practical by being more thorough and systematic. To this end children of similar age and attainments were brought together and classified and the system of graded schools, which many years before had been introduced into the State, was gaining in popular favor.

One need of the time was county institutes. "Every year," the

superintendent says, "there should be an institute in each county, intelligently and judiciously conducted, through which the faculty of our normal school and other able and experienced educators could bring their instruction to bear upon the great body of our teachers, scattered through the different counties."

A bill prepared by Superintendent Patterson relative to the holding of teachers' institutes was approved by the legislature September 7, 1883.

By the same legislature an act was passed "requiring physiology and hygiene, having special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, to be taught in the public schools of the State." There was no opposition to this law from any quarter, and suitable text-books were at once secured and placed in the schools. In 1883-84 the total number of pupils not enrolled was only 2,993. The total revenue<sup>1</sup> raised for schools was \$630,085.37, and the expenditures \$624,125.23. The increased voluntary taxation for the previous year amounted to \$108,077.78.

Though the schools in the rural districts had for a long time been growing smaller, it was found that the school population of the State was increasing. In short, taking a survey of the whole school system, Superintendent Patterson declared in 1884: "I nevertheless [reports heretofore had often been too sanguine and unreliable in this respect] declare a positive conviction that our educational interests are moving in the right direction."

By an act approved August 13, 1885, the old district system of schools was abolished, each town was made a school district, just as previous to 1805, and all the schools of the district were placed under the direction of a board of education. Those districts, however, that were organized under special acts of the legislature are allowed to retain their organization. This board, consisting of three members who are directly responsible to the town, are elected at the annual town meeting, and hold office for three years. The duties formerly

<sup>1</sup> Previous to 1867 New Hampshire had no large fund from Government lands upon which she could draw, as many other States could, but by act of June 28 of that year it was ordered that the proceeds of the sale of the State lands "shall be, and the same hereby are, set apart as a school fund." The annual income of said fund was to be applied to the purposes of common-school education in such manner as the legislature should prescribe. The proceeds thus set apart began to accumulate in 1868, and during the next fifteen years—that is, up to 1883—they amounted to \$46,000. This is now (in January, 1892) a permanent fund of over \$54,000. The income is devoted by law to the support of county institutes, of which one must be held each year in each county. In 1889 the common-school revenue was derived from the following sources: (1) From a tax on the town for the support of schools; (2) from a district tax for the support of schools; (3) from the literary fund; (4) from local funds and dog tax; (5) from a railroad tax; and (6) from contributed sums.

belonging to the superintending and prudential committees now devolve upon them. For many years before this law of 1885 there had been a system of graded schools in the larger towns of the State, where excellent educational facilities had been afforded. Some, taking advantage of the law of 1870, had already abolished the district system and organized the town system. The "town district" makes the schools of equal length and requires all to commence and close at the same time. It is equally fair to all the teachers, as all are engaged and examined by the same committee.<sup>1</sup> It classifies the schools and introduces system and unity in the place of irregularity and great dissimilarity. It gives a more thorough and complete education to all the children with the same money, equalizing both the burdens and the benefits. Next to the parent and citizen in the work of education, the State now recognizes the town as the proper agency for maintaining schools.

As a result of this law of 1885 the number of school districts, by the system of town schools, were reduced from 1,890 to 275. The number of districts organized under special acts was 46. As a further result 494 small schools were at once discontinued, and during the years since many more have been added to this number. Under this system also 679 less teachers have been employed than under the old method.

The average length of the schools when the town system was introduced was 19.95 weeks. In three years—that is, in 1888—it had increased to 22.9 weeks, and in 1890 it was 23.95. The effect of the new law has also been to increase the number of graded and high schools.

Certain efforts have been made for several successive sessions of the legislature to return to the district system, but they have signally failed. The new school law (the revised statutes), which went into operation in January, 1892, will give no further opportunity to any town to return to the district system. Henceforth no town can get back to that "outgrown system" without a special act of the legislature.

For the revised school laws and for the improved and very satisfactory condition of the public schools of the State great credit is due to Hon. J. W. Patterson, long the efficient superintendent of public instruction.

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<sup>1</sup> The State superintendent, however, recommends that instead of the present plan of examining teachers by town officers—a practice that has been in existence for over half a century—county supervisors be chosen who shall cooperate with the State superintendent, examine teachers, supervise schools in a general way, assist in arranging for and holding institutes, and in other ways care for the educational work of the county.

*Common-school statistics, 1890.*

Number of schools .....	2,302
Increase in one year .....	109
Average length of schools in weeks .....	28.55
Increase in length of schools in weeks .....	.77
Number of pupils enrolled .....	59,813
Decrease of pupils enrolled .....	811
Average attendance .....	41,526
Decrease .....	1,958
Number attending private and parochial schools .....	7,750
Number not attending any school .....	1,633
Number of male teachers .....	306
Number of female teachers .....	2,803
Average monthly wages paid male teachers .....	\$45.88
Average monthly wages paid female teachers .....	\$25.64
Number of schoolhouses .....	2,078
Built during the year .....	40
Estimated value of school property .....	\$2,578,257.97
Increase during the year .....	\$197,652.46
Amount raised for schools by town taxes .....	\$515,141.63
Amount raised for schools by district taxes .....	\$144,434.19
The literary fund amounts to .....	\$53,665.69
Local funds .....	\$14,967.84
Railroad tax .....	\$4,692.01
Dog tax .....	\$6,246.65
Amount contributed in board, fuel, and money .....	\$11,848.84
Entire amount of revenue .....	\$751,266.85
Increase over previous year .....	\$38,886.27

It should be stated that New Hampshire has cared not alone for the children who could attend her public schools; the beneficent arm of the law has sometimes been stretched out to minister to classes and individuals the blessings of education. The fostering care of the State has not overlooked the intellectual wants of its blind, its deaf, and its dumb, nor of the children of the poor, whose busy hands, even in their tenderest years, are made familiar with the "whirling spindle and the flying shuttle." The system of free schools in this as in other States, as we have seen, was planted with no ordinary solicitude, and maintained by sacrifices that have become historical. It has received the approbation of scholars, the support of statesmen, and the guardian care of the ministers of religion. It is everywhere received as an axiom by our people that the liberty and prosperity of a State can not long survive its intelligence, and that it is only by the maintenance of a wise system of free public schools that the children of the State can be properly prepared for the duties of citizenship.

## WOMAN IN SCHOOL WORK.

The first law in New Hampshire recognizing the schoolmistress in the school system was that of 1808. Not until 1858, however, was the distinction in qualifications between schoolmaster and schoolmistress abolished. Prior to 1846 there was no provision in the statutes for



the keeping and preserving of "the record of the school work, and we have no means of making any reliable estimate in regard to the part which the schoolmistress bore in the work before the date specified." It is worthy of note that amid the other marvelous changes that have taken place during the last forty years, affecting the welfare of society, few have been more significant than those relating to the enlarged sphere of woman's activity. So small is the fraction of male teachers in our common schools to-day that in effect the instruction, which means to a certain degree the future welfare of the boys and girls, is now in the hands of the women teachers of our land. The instruction of girls, as is shown in Bush's History of Higher Education in Massachusetts, is a matter that dates back but little more than half a century. About the year 1830, under the exertions of William B. Fowle, the free schools of Boston were thrown wide open to girls as to boys. There was no public provision in New Hampshire for any regular school for the education of females till 1815, except the permission enjoyed in Portsmouth to receive instruction in reading, writing, and arithmetic from the boys' master from 6 to 7 in the morning and from 5 to 6 in the evening for four days in the week during the summer.<sup>1</sup>

The people of Londonderry gave to the State in 1823 its first incorporated institution for the special education of women. This was Adams Female Academy, and the first teachers were Miss L. P. Grant and Miss Mary Lyon. It "was perhaps the first academy for females in this country in which the course of study was prescribed and the classes formed as in colleges." It met with great success, and here Miss Lyon laid the foundation of her distinguished career as a teacher and as a champion of the education of woman.

It may be said here that the claim is made that "the great honor of founding the first female college ever established in this or any land belongs forever to the State of Georgia, that gave to the Wesleyan Female College at Macon its charter in 1839." This institution survived the civil war with its premises and funds unharmed, and is still in an efficient and flourishing condition.<sup>2</sup>

In the Granite Monthly for October, 1879, there was a paper<sup>3</sup> upon "Woman's work in education," by Abba Gould Woolson, from which we quote a few passages:

Any careful survey of the history of female education in America would reveal

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<sup>1</sup> Joseph Dow, esq., says in his sketch of Hampton that so far as it relates to that town the statement is not true "that for more than one hundred and fifty years girls were excluded from the privileges of the schools in \* \* \* New England."

<sup>2</sup> Salem Female Academy, in North Carolina, dates from 1802, but was not incorporated until 1866.

<sup>3</sup> Read in Concord, N. H., March 8, 1879, at a "commemoration festival, held in grateful recognition of the act which allows to mothers a voice in directing the public education of their children."

the fact that many years, nay, centuries, had to elapse after the landing of our Pilgrim fathers and mothers before the intellectual training of the girls of the Commonwealth appeared to be a matter of the slightest consequence.

To-day, owing to the general intelligence of the race, the education of woman is making a great advance not only in England and America but in the whole civilized world.

In New Hampshire all public schools, from the primary to the normal, are as free to girls as to boys; and yet no one seems to note that the public high schools established within the past thirty years have brought these girls well trained to the threshold of the college, and that there they stand to-day longing to enter.

Does anyone say that girls do not care for this learning and would not take it if offered? But they depart beyond our limits to procure what Dartmouth denies them. Our own little city has young women studying to-day at Vassar, Smith, and Wellesley; forced, if they would acquire the best education of their time, to exile themselves from their native State, which refuses what they are willing to pay for and eager to obtain. Our public schools have been intrusted almost wholly to women; and yet we withhold from those who are to constitute five-sixths of our teaching force the best education which our community can furnish. And who needs this education more or can turn it to higher uses than the instructors of the young?

Meanwhile our college, with class rooms half filled and libraries unread, cries aloud for students, and protests itself in earnest need of lavish benefactions, if it is to continue its daily work.

There is one prominent school supported directly by the State in the control of which women have no voice; and yet it is dependent almost wholly upon them for its patronage. Of the whole number who have attended the Normal School during the nine years of its existence, only one sixth have been boys. And while five-sixths of its pupils have been girls, not a woman has ever been asked officially what these girls should study, or what lessons of life and manners should be instilled into their young minds—minds, too, which are in training that they may train other minds, and thus hand down to unborn generations the fruits of what they are learning to-day. It was in the year 1872 that the State secretary of education in Massachusetts called attention, in his annual report, to the novelty of a woman's name appearing on the list of school committee in a rural town, and took occasion to declare his belief in the superior fitness of women for the place. Since then they have been called to boards of education in many cities.

In this capacity woman has already won in New Hampshire nearly all that the law has power to give. In 1872 an act passed which allowed her to serve upon school boards, and thus prepared the way for her to exercise a direct, controlling influence upon the schools. In our State superintendent's report of last year, which does not profess to give full lists of school committees, I find women's names upon those of 20 towns. These, it is true, are all small places. Manchester, Concord, Nashua, Portsmouth, and Dover have, I believe, no woman upon their school boards. This is no fault of our legislature, but of public opinion, which is still controlled by the prejudices of the past. Or it may be that the women themselves do not claim what is their own.

In several towns, as Landaff and Bristol, I find a woman acting as school superintendent. But these, again, are only the smaller places. In the Western States, where a more liberal tone of thought and action prevails than in our older communities, women commonly fill their office of county superintendent. Kansas has 3 in that position and Illinois no less than 10.

From the fact that one-half of the pupils of our public schools are girls and five-sixths of the teachers women, and that, besides, women have a keener interest in children, greater conscientiousness in the discharge of minor duties, superior

patience, and more abundant leisure, it would seem clearly demanded that women should form a goodly proportion of the members of our school boards.

As an earnest of what is to come, we hail with grateful recognition the passage of the first law in any of the New England, Eastern, or Middle States, since the settlement of these colonies, which confers upon women an authoritative vote in the direction of any department of public affairs; and we believe that this act of our last legislature is destined to become historic, as a triumph of equal rights, a step onward in the advancing civilization of our American Republic.

#### DEPARTMENTAL INSTRUCTION.

Some years ago the test was made of the system of departmental instruction in the higher grades of schools, and the results were very ably set forth by Mr. S. Arthur Bent and Mr. William Buck. This method of instruction is the work of a specialist. It consists in requiring a teacher to devote himself to the work of giving instruction in some one subject, or kindred subjects, as, for example, in reading; while another teacher instructs the classes in arithmetic, another in penmanship and drawing, another in grammar, and so on to the end of the list of studies required to be taught in a given school. The teacher thus passes into three or more rooms each day, and brings the members of as many classes under his immediate knowledge. This is quite contrary to the old method, where a teacher has charge of one room, and to do himself justice must be a specialist in every branch of study.

Under the old system a teacher knows nothing of a class until it comes into his room, and yet, before any intimate acquaintance with the individual members of the class is gained, the class leaves and he is met with another set of characters and looks upon another group of faces.

What, then, is to be gained by this system of departmental instruction? So far as it relates to the work of the teacher, it is intended to make him a specialist in the particular study which he adopts. Nothing is more evident in the inspection of school life than the varying aptitude of persons engaged in the same branch of instruction. When teachers have been working together, and have shown in what particular direction their tastes lie, each may be asked to adopt a certain branch of instruction, and vacancies can be filled by promotion, as experience points to particular fitness. But when those subjects are assigned and the work begins, the faithful teacher, no longer expected to scatter his energies over a wide range of studies, collects as many treatises as possible, and makes the learning and science of many minds contribute to his stock in trade. It can also be arranged that he remain with the classes he teaches during their study hour, thus giving them the benefit of his knowledge while they are preparing their lessons, and carrying out the modern view of the teacher's duty, which is something far different from hearing lessons. The merits of the departmental system will not immediately *declare themselves*. One year will not be long enough to measure *the full benefit* which teachers will reap from organizing in the lower

division a plan of study which they are to follow logically and systematically during the four years of a grammar course.

A crucial test to be applied to the operation of this system is, How does it affect discipline? When classes must be left a moment alone, while teachers are passing from room to room, the natural inquiry is, Can they be trusted? Shall I find a particular division in such a state that I can at once, without the waste of any time in producing order, go on with the work in hand? How will classes receive different teachers? Can four teachers rule them with the respect and undoubted allegiance they would give to one? The verdict of both high-school and grammar teachers, where the system has been introduced, is that the discipline is easier than before. After the first movement of curiosity, classes accept the change and the responsibilities of it as a matter of course.

As the departmental system of instruction is not advocated by leading educators for schools of lowest grade, what has been termed the "consecutive system" has been introduced with favorable results. It consists of a teacher's following up the work of classes for two or more years. To apply the consecutive system to schools below the high-school grade it is necessary that teachers accompany classes through the work of the first three years, that middle-school teachers accompany classes through the work of the two years assigned the two middle-school grades, and that the lady assistants in the grammar schools accompany classes through the work of the first three years in the grammar-school grades. Under such an arrangement a pupil would have but four different teachers, including the master of the grammar school, before he should be ready for the high school; while under our present arrangement the pupil has no less than eight different teachers before completing his studies in the lower grades.

This system was introduced years ago in the city of Nashua, and has seemed to give satisfaction. It has not, I am told, been adopted in any other place in the State, except, of course, in giving instruction in music and drawing, which, in all the towns, is given by a special teacher in all the schools.

A few years ago the Wade system, so-called, was recommended for introduction into certain towns of the State. This system provides for systematic examinations in ungraded town schools. In order to do this the work for each town is carefully laid out, and then later examinations follow to ascertain if the required work has been done.

This system, I believe, has not been very generally adopted.

#### HISTORICAL SKETCH OF NORMAL INSTRUCTION IN NEW HAMPSHIRE.

By Principal C. C. ROUNDS.

In 1823 a school, having in view the education of trades, was established at Franklin, N. H. This school, called the Instructor's School, was due to the munificence of Mr. Joseph Noyes. Its principal for many years was Capt. Benjamin M. Tyler, a graduate of Captain

Partridge's military school at Norwich, Vt. In regard to normal methods Captain Tyler was far in advance of his time, and in spring and fall terms for years he formed and taught a teacher's class in the principles of the various branches of study, and in methods of teaching and school management. Nearly seventy years ago there could be found at Franklin many of the elements of a superior normal school.

In 1829 a school for teachers was conducted for a short time in Effingham, N. H., by Mr. J. W. Bradbury, many years later a colleague of Webster and Calhoun in the United States Senate as a Senator from Maine. Mr. Bradbury had by his own observation and experience been led to notice the unfitness of most teachers in the common schools, and conducted this short term normal school during the interval between the completion of his legal studies and his admission to the bar. This incident is noticeable not for the actual results accomplished in the few months of the continuance of the school, but as evidence of the spirit that was working in the minds of a small class of talented and devoted men and women in New England who might be termed leaders in an educational renaissance between the years 1820 and 1835—years of earnest discussion, of ferment, of trial of plans, and garnering of experience.

In the history of effort for the better preparation of teachers in New Hampshire we now come to one of the noteworthy names in the history of American education, the name of Rev. Samuel Read Hall, the author of *Lectures on School Keeping*—first American book of its kind—and the organizer of the first real normal school on the continent, at Concord, Vt., in 1823. In 1837 Mr. Hall, then a teacher in Phillips Academy at Andover, Mass., was asked to become preceptor of Holmes Academy in Plymouth, N. H. He accepted on the condition that it should be called a teachers' seminary, and should have a department specially for the preparation of teachers for their work. These conditions were accepted, and for two years, 1837 to 1839, the teachers' seminary at Plymouth continued. Then the failure of an expected endowment led to the closing of this experiment. Mr. Hall went to Vermont, and in the work of the ministry passed the rest of his life. In the last years of this teachers' seminary out of a total enrollment of 229, 28 belonged to the special teachers' department, with a distinct course of study, and the prominent place held by this department in the thought of the principal is shown by the statement of the object of the school as (1) to educate teachers for common and other schools; (2) to fit students for college; (3) to furnish the means for a thorough English education.

With the closing of this school all special effort for the training of teachers apparently ceased for a long time in New Hampshire. The first normal school in Massachusetts was established in 1839 at Lexington, and normal schools were started in other States in numbers

increasing by a constantly accelerated ratio; but here the reliance seems to have been upon the academies, and these doubtless did what they could. Under such auspices popular education could not advance, and after trying all other agencies the conviction became stronger and stronger among the most intelligent that again a special effort must be made.

The reason for the establishment of the New Hampshire State Normal School in face of a public sentiment unfavorable, if not adverse, may be found in the low condition of public education in the State at that time.

The State superintendent's report for 1870 says:

One-half the schools in the State average less than 12 pupils; the average, including city and village schools, is only 18. The average attendance of pupils was only two-thirds the total number; that is, one-third of the school money was absolutely thrown away in consequence of the number absent from school. A decrease in the amount of money expended for schools, and in the number of weeks of school, is reported, because the dog tax was not available this year.

With biting sarcasm, the superintendent says in his report: "What a pity that we should not have more dogs or be able to tax them higher, so that we might be able to educate our children better."

The average number of weeks in the school year reported in 1870 was 18½; in 1871, 17; in 1872, 19½. In 1871 it is stated that not more than one-half the school children of the State attended school for even the average school year of seventeen weeks.

The report of the trustees of the normal school for 1872 says:

Two facts illustrate how very low was the standard for district school teachers when the normal school was established. The first year much the larger number of the normal pupils had been employed as teachers and held certificates from town superintendents, yet only 14 were able to graduate from the first course of twenty weeks, devoted to elementary studies; and 1, who came from a normal school in another State, from the second course.

At the June session of the legislature of 1871 it was provided that teachers who were qualified to sustain an examination on the normal-school basis should receive institute certificates authorizing them to teach from three to five years. Yet under this law only 5 have been approved, though an opportunity thus to test their qualifications has been given in every institute during the year.

When things have reached such a pass as this, something must be done, for what can not be endured must be cured.

At the June session of the legislature in 1870 an act was passed establishing a normal school and authorizing the governor and council to appoint a board of trustees for the same.

In accordance with this act notice was given by publication that the trustees would receive proposals for the location of the school, and several such proposals were submitted. The school was finally located at Plymouth, which had offered in real estate and cash some \$42,000.

The building given by the town proving during the first term inadequate for the school, the trustees asked for an appropriation of

\$12,000, with \$3,000 more for apparatus and library. Only \$5,000 was given, a sum quite inadequate to furnish accommodation to the large number of pupils who resorted to the normal school, and to the schools of the village which had, by contract between the trustees and the school district, been placed under full control of the normal school for model and practice schools.

From the inadequacy of the appropriation a part of the fund raised for current expenses of the school was applied to the work of building, very much to the detriment of the school.

The legislature of 1872 made a further appropriation of \$8,000, which was expended upon the building and in the purchase of apparatus.

The chief hindrances to the work of the New Hampshire State Normal School in its earlier years are found in the provisions of the law establishing the school: First, that said normal school shall be established and maintained without expense to the State, except the necessary expenses of the trustees, which shall not exceed the sum of \$300 a year; second, that the school should be in session at least twenty weeks in a year, and that pupils could graduate from one of the courses of study at the end of one school year. Large numbers actually went out from the school with diplomas at the end of a course of only twenty weeks. Yet the school, sustained by tuition and voluntary contributions, opened with a good faculty and 70 students, and in its second year enrolled 184 different pupils.

In the first four years of the school the State gave nothing for current expenses. For lack of funds the faculty had to be cut down, and at the close of the third year the school suffered the loss of its first principal by death from overwork.

During a part of the fourth year the faculty consisted of only two teachers, each teaching seven to eight hours a day, and one of these broke down before the close of the year. Yet the reports during these years of lack of means and of severe trial attest the good results attained by able and devoted teachers. In 1875 the State made its first appropriation for current expenses, and the school was declared a free school, but tuition was exacted until 1886 from those who did not complete the course of the first or second year. For four years, without endowment, the school had been sustained by tuition and contributions. It is safe to say that a normal school established under such auspices and sustained on such a basis was never before known.

The report for 1876 speaks of constant improvement in the school, of jealousies which had sprung up against it as an intruder into the educational field, and of the great harm which had been done to the cause by the graduation of large numbers from the short course of twenty weeks, a course of study only one-quarter the length of the *shortest course* of other New England normal schools. Of the 175

graduating up to this time, 158 had graduated from the twenty weeks' course.

In 1878 the opposition referred to in earlier reports resulted in reducing the appropriation to \$3,000. The number in the school had been greatly reduced, the outlook was to most eyes discouraging. Yet, instead of trying to increase the numbers by merely popularizing the school, it was made more severely professional than ever before, by so reorganizing the work of the training schools as to make this a most essential feature in the course and extending the time necessary to graduation to two years of forty weeks each.

As might have been expected, numbers did not rapidly increase, but the character of the school as an institution for professional training was established beyond all possibility of cavil. The policy continued of cutting down even the modest appropriations asked, or of refusing them altogether; and the complaint continues from year to year of insufficient accommodations and means of instruction.

In 1883 a further change was made in the training schools by reorganizing them in a more definitely graded system, with a course of study extending through eleven years, placing a critic teacher in charge of each room, and extending the training work to all grades.

The school was at this time burdened with a debt, largely due to the cutting down of an appropriation several years before, without corresponding amendments to the clauses specifying work to be done. The reorganization of the training schools had increased the expense of conducting them, and this debt was paid by reducing the number of teachers in the normal school, for a year and a half, to the principal and one assistant, at a time when a full faculty was needed to give confidence in the work of the school. A fuller course of study, bringing the school into line with the most completely organized normal schools of the country, was adopted, although it was at first carried out under great difficulties.

The changes in the character of the school during the past few years had gradually overcome the opposition from other educational institutions in the State, and the higher average results achieved by graduates from a longer course gave a wider confidence in the work of the school. Yet this changed opinion must pass through many channels before it could become the opinion of a legislature. In 1885 a request for \$1,000 for necessary repairs was referred to the legislature of 1887. With rising confidence demands had risen, and in the legislature of 1887, by a nearly unanimous vote, the annual appropriation was raised from \$5,000 to \$7,000, and \$12,000 was granted to enlarge and repair the schoolhouse. Further consideration of the problem showed clearly that it was better to reconstruct, and only \$1,000 of this appropriation was expended, and that in certain repairs. The legislature of 1889 granted \$60,000 more for new buildings.

For the \$71,000 thus made available, together with the proceeds



from the sale of the former school buildings, there have been built a new schoolhouse and boarding house. The schoolhouse is a brick building, 120 by 76 feet, and three stories high, constructed in the most thorough manner, and warmed by six furnaces. Every room is well lighted. It contains rooms for the model and training schools; recitation rooms; laboratories for natural history, physics, and chemistry; drawing-room; an elegant schoolroom about 48 by 64 feet, and 25 feet high; and a large, well-lighted library room in direct connection with it. The school is supplied with a large collection of minerals, and with the geological collection made by the State geologist from thirteen sections across the States of New Hampshire and Vermont.

It has for drawing the models devised and selected by Viollet le Duc, and prescribed for use in the common schools and normal schools of France. It is supplied this year with the physical apparatus prepared for the Cambridge preparatory course in physics, the apparatus recommended by the science and art department of England, with chemical apparatus from Gerhardt, of Bonn, and with Leitz microscopes sufficient to supply each member of a class in natural history. Valuable physiological and geographical apparatus is also added. A large collection of books is also purchased for the library from the same special appropriation which supplies the apparatus.

The boarding hall is a building in the colonial style of architecture, three stories high, newly furnished throughout, warmed by furnaces, and supplied with bathrooms with hot and cold water on every floor, and is in every way healthful and commodious.

After twenty years of struggle, often through darkness and doubt, but always toward the light, the school entered, in September, 1891, into the occupancy of its new plant. It has now a home unsurpassed; a schoolhouse which for its sanitary arrangements, for its convenience, for its completeness of equipment in all departments, may challenge comparison with any other.

It has for trainings, and under the same roof as the normal school, a complete system—primary, grammar, and high school—under its entire control. It has a course of study and training carefully wrought out and tested by years of trial, and a faculty complete in its various departments.

Among other agencies for the training of teachers have been the Chester Normal Institute (formerly the Chester Academy), and the Beede Normal Institute, located at Center Sandwich. The former was incorporated in 1853, and, though dependent entirely upon tuition fees for its support, and greatly in want of apparatus of all kinds, it met with deserved success, through the energy and ability of its first principal, and sent out many competent teachers into the common schools of the State.

Beede Institute was established in 1839 by Daniel G. Beede, who

remained at its head for more than thirty years, and built up a very successful school without receiving any aid from friends or from the State. Numbered among his thousands of pupils are found some of the brightest and best teachers in the high and common schools of the Granite State.

#### AGRICULTURAL COLLEGE.

At about the time the State normal school was established, steps were taken to create a board of agriculture, and much interest was shown in the agricultural institutes which were held in every county in the State. One says of the enthusiasm which they had awakened that they "were stirring the State from center to circumference; and masses of the people are giving thought and expression to these matters who heretofore have been comparatively idlers."

Already, in 1866, an agricultural department had been established by the legislature under the title of the New Hampshire College of Agriculture and the Mechanic Arts. This was in fulfillment of the act of Congress of 1862. It was organized with a board of nine trustees, five of whom are appointed (one from each councillor district) and commissioned by the governor and council, and four by the trustees of Dartmouth College. New Hampshire was entitled to 150,000 acres of land scrip, which was sold in 1867 for the sum of \$80,000 and the proceeds invested in 6 per cent bonds; but none of this could be used for the erection of buildings.

In the immediate vicinity of the college an experimental farm of 165 acres has been secured, which also furnishes to the students opportunities for remunerative labor. The degree of bachelor of science is conferred upon those who have completed the entire course of agriculture or mechanic arts and passed the final examinations. During the first year all pursue the same studies, but at the beginning of the second year all candidates for a degree are required to select either the special course of agriculture or that of mechanic arts.

Twelve free scholarships, covering the charge for tuition, have been founded—that is, one for each senatorial district.

The act of Congress by virtue of which it was established provides that its "leading objects shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, \* \* \* in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

An act of Congress approved August 30, 1890, provides an additional appropriation, which for the current year is \$23,000. This money is to be applied "to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic sciences, with special reference to

their applications in the industries of life and to the facilities for such instruction."

At the session of the legislature of New Hampshire in 1891 acts were passed severing the connection with Dartmouth College, removing the New Hampshire College from Hanover to Durham, accepting the Benjamin Thompson estate, and providing \$100,000 to be used with certain other sums in the erection of buildings.

The Benjamin Thompson estate was then of the value of about \$400,000. Accumulating at 4 per cent compound interest, it will be available as an endowment in 1910.

At the session of the legislature of New Hampshire in 1893 an act was passed appropriating \$35,000 for completing and furnishing the buildings. These buildings have been finished, furnished, and supplied with apparatus. The New Hampshire College has completed the fourth year of work in its new location.

The college is carrying out the provisions of the acts of Congress by giving a practical and scientific education which is of use in all the professions and industrial pursuits, by means of the following courses of study:

1. Courses in agriculture:
  - A. Four years' course.
  - B. Two years' course.
  - C. Ten weeks' winter course.
  - D. Four weeks' dairy course.
  - E. Nonresident course.
2. Courses in the mechanic arts:
  - A. Mechanical engineering course.
  - B. Electrical engineering course.
  - C. Technical chemistry course.
3. General course.
4. Preparatory course.

## Chapter II.

### SECONDARY EDUCATION.

#### THE EARLY ACADEMIES.<sup>1</sup>

Any history of education in New Hampshire would be incomplete without mention of the various academies and seminaries that have existed.

In common with the other settlers of New England, the people of New Hampshire from the first placed a high estimate upon education. Knowing that in a free State, where the people govern, it is indispensable that they be virtuous and intelligent, the developing of such a population has never been lost sight of. Hence the laws have always carefully looked after the instruction of the young, that not a child might grow up in ignorance either of its moral duties or of those branches of knowledge which should fit it for successful citizenship. There has also been a desire, not only to secure universal instruction in common and rudimentary branches, but to encourage a higher education and furnish facilities for all who wished to gain it; indeed, to stimulate as many as possible to seek for it. The first law in regard to common schools enacted in the State after the Revolution required not only the raising of moneys in every town "to be expended for the sole purpose of keeping an English grammar school or schools for teaching reading, writing, and arithmetic, but in each shire or half-shire town the school kept shall be a grammar school for the purpose of teaching the Latin and Greek languages, as well as the aforesaid branches." Although sixteen years later this last provision was repealed, yet the spirit which originally led to its enactment led subsequently to the founding of academies in various parts of the State. The means requisite for the erection of suitable buildings for these institutions, and often for partial endowment, were the result, frequently, of the munificence of some single individual, sometimes of a few, and again by the contributions generally of the citizens of a place. Some of these schools have been limited to districts or neighborhoods and towns; others have received a wider patronage. The want of such schools has been felt and their utility never questioned. The State has been free to encourage them by acts of incorporation.

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<sup>1</sup>Prepared by Prof. Henry E. Parker, of Dartmouth, and published in Sanborn's *History of New Hampshire*.

These academies have gradually dotted over the surface of the State. In many a place they stand side by side with the village church, the chief architectural ornaments of the town, and as the Sabbath bell from the latter has convened within the sanctuary walls the Sabbath worshipers from brookside and hillside far and near, so the academy bell on the week day has just as widely from the same firesides gathered the youth for secular instruction, the latter, however, daily introduced by morning religious services and often concluded by similar evening devotions. These academies have aimed to give superior advantages of education. They have instructed the youth of both sexes in the common and higher branches of a good English education; they have fitted young men for college and prepared teachers for our common schools. The influence of these institutions has been very great and excellent, contributing so largely as they have toward elevating the standard of intelligence and of character among the young people of the State. Still, as early as 1862 Secretary Patterson says, in his annual report, that—

In the opinion of many of our best educators these private seminaries have had the effect to lessen the efficiency and vitality of the public schools. Certain it is that a public school does not ordinarily flourish in the immediate vicinity of a private school.

And Amos Hadley, in his first report in 1868 as superintendent of public instruction, says:

Though the academy may find a competitor in the public high school, yet will it have its place in our educational system. It will have its peculiar advantages. Its endowments will enable it to provide means for a more thorough culture in many branches of knowledge than it can be expected that public taxation will very soon, if ever, afford the public high school. Besides, that density of population and that abundance and concentration of pecuniary means which are conditions essential to the support of the high school will be wanting for a long time yet in many sections of our country and State. It is in the academy that the bright boys and girls on our sparsely populated hills must find their high school. The academy is not to be decried: even the denominationalism of its basis in any case has a tendency to concentrate sectarian interest and zeal upon the cause of education, and it is turning them to a good account. There are in our State as reported 51 academic institutions in a condition more or less flourishing. Some of these, however, being almost wholly dependent upon local support and hardly entitled to be classed with the academy proper, stand in the way of gradation of the common schools in their localities and thus injuriously affect the interests of popular education. One practicable way of treating such cases would be to adopt the so-called academy for the high school of the town or village and grade the other schools accordingly.

No extended effort has been made to gather the history of the academies that have flourished but are now discontinued. A mere mention of many of them, however, will be made, together with such brief histories as could be obtained.

The first academy established in New Hampshire was that of Phillips Academy at Exeter, chartered by the State two years before the

Revolutionary war, and opened for students the same year with the close of that struggle.

Five years later the academy of New Ipswich was chartered "for the purpose," in the words of the charter, "of promoting piety and virtue, and for the education of youth in the English, Latin, and Greek languages, in writing, arithmetic, music, and the art of speaking, practical geometry, logic, geography, and such other of the liberal arts and sciences or languages as opportunity may hereafter permit." Such language, as well as the preamble of the charter, "Whereas the education of youth has ever been considered by the wise and good as an object of the highest consequence to the safety and happiness of a people, as at an early period of life the mind easily receives and retains impressions and is most susceptible of the rudiments of useful knowledge," together with the concluding provision of the charter exempting all the properties of the academy from taxation and its students from a poll tax, a favor granted by the State to other similar institutions, indicate the spirit with which such charters were given. This institution, whose name was changed subsequently to Appleton Academy, honored in its list of instructors and graduates, still maintains its high position.

Six other academies were chartered by the State prior to the close of the last century, at Atkinson, Amherst, Chesterfield, Charlestown, Haverhill, and Gilmanton, the first and last of which, aided by endowments, have continued in useful operation to the present time. Since 1800 some fifty additional academies have been established, some of which arose to a position of prominence and distinction. Among these were Hopkinton, Henniker, Salisbury, Walpole, and Hancock, which were each for a quarter of a century thriving and prosperous institutions, liberally patronized, and well conducted. Many persons who in later years filled high and responsible positions received their education at these schools. The Woodman Academy at Sanbornton Square, the Sanbornton Academy at Sanbornton Bridge, the Gilford Academy at Laconia, and the Instructors' School at Franklin were prosperous schools at a still later date.

The Instructors' School was established by the citizens of Franklin, and had one principal, Capt. Benjamin M. Tyler. He remained in the school the fourth of a century. Mr. Tyler was educated at Pembroke Academy and at Norwich, Vt., under Captain Partridge. He was the author of an arithmetic. Particular attention was given to the English language, history, mathematics, and natural sciences. The school possessed a good apparatus. As a teacher of what is now styled modern or normal methods, Mr. Tyler was far in advance of his time. In fact, he possessed the qualities of a superior teacher, a pure and noble character, a large share of common sense, and a good education. Spring and fall terms for years in succession, before any normal school had been established in America, Mr. Tyler regularly

formed and taught a "teachers' class." This class was attended by young men and women from a wide section of territory who were preparing to teach. The principles of the branches taught in the common schools were explained and illustrated and the methods of teaching and school management were discussed. In a word, fifty-five years ago Mr. Tyler maintained at Franklin a superior normal school.

The history of Kimball Union Academy, at Meriden, has been of no ordinary interest. The conception of it originated with a young clergyman in a neighboring town, who had enjoyed the advantages of foreign travel and had been greatly impressed with the character of the English classical schools. His idea was adopted by other clergymen, and at an ecclesiastical convention comprised of two neighboring ministerial associations, one from Vermont and the other from New Hampshire, it was decided to go forward and found the contemplated institution.

Pinkerton Academy, at Derry, incorporated a year later than Kimball Union Academy, at Meriden, went into operation the same year with the latter, and has similarly had an honorable, useful career, maintained to the present time. It also derived its name from its two earliest generous donors, the brothers Maj. John Pinkerton and Deacon James Pinkerton, of Derry.

Several of the prominent academies of the State have been especially fostered by distinctive religious denominations. Such is the New Hampton Literary Institution, especially sustained by the Free-will Baptist denomination, whose site and buildings were originally and mainly obtained through the munificence of a liberal resident of that town, Rufus G. Lewis, esq. Such is the very flourishing New London Literary and Scientific Institution, generously cherished by the Baptists and without a rival among the schools patronized by that denomination. Such is the New Hampshire Conference Seminary and Female College, at Tilton, an honor to the Methodist denomination. Such also is St. Paul's School for Boys, the attractive Episcopal institution at Millville, Concord, incorporated by the legislature in 1850, and greatly indebted for its foundation to the generosity of Dr. George C. Shattuck, of Boston. This has now for years justly been a favorite school with Episcopalians, beyond, perhaps, any other which they support.

Most honorable mention is also merited for such institutions as Francetown Academy, established in 1818; Blanchard Academy, Pembroke, incorporated the same year; Hopkinton Academy, incorporated in 1827; Boscawen Academy, incorporated in 1828; Nashua Literary Institution, incorporated in 1841; and Penacook Academy, at Fisherville, incorporated in 1866. Others might justly be added to this list. All these academical institutions, with perhaps two exceptions, are open to students of both sexes, while the State has some *similar institutions* of a high character devoted entirely to the instruc-

tion of young ladies. Such is the Adams Female School at Derry, of very honorable history in its teachers and graduates. Such is the large, flourishing, and beautifully situated institution at West Lebanon, Tilden Young Ladies' Seminary, incorporated in 1869, and bearing the name of the gentleman through whose liberal gifts its buildings were erected. Such is the Robinson Seminary at Exeter, bearing the name of the gentleman through whose munificent bequest it was established—a bequest larger than any other literary institution in the State ever received at its foundation. Such also was the Young Ladies' Seminary maintained and taught by Miss Catherine Fisk, of Keene, which for a quarter of a century was of the highest reputation.

These numerous academical institutions of the State, established with high religious as well as educational aims, and ever conducted in accordance with the spirit and purpose of their foundation, many of them occupying sites so remarkable in their commanding prospect and beauties of surrounding scenery as to be an education in themselves; these academical institutions, now largely supplemented and worthily rivaled by the high schools established in all the cities and large towns of our State, together with the normal school more recently established, are the pride and almost chief honor of New Hampshire.

Frances Abbott, in the *Granite Monthly* for August, 1887, refers as follows to the old-time academies:

The academies have become a dream of the past. Scattered all through the New England towns you will find old brick buildings, now either disused or diverted from their original purpose, which a generation ago were nurseries of literary culture. They were centers of local pride. To be an academic town then was a greater distinction than now to be the capital of the State. There is scarcely a man or woman of distinction at the present day who does not owe the better part of his or her education to the academy where they spent the happiest days of their youth. \* \* \* They were always tuition schools. The fee was low, for the conditions of life were simple, but the education was held valuable enough to be worth a price.

The academies have dwindled away like the mountain streams when the forests are cut down. A few have survived and have been specialized into expensive college-preparatory schools. Boys alone are the students, and they, instead of being received as formerly into private families of the village, and surrounded by the humanizing influences of a home, are now congregated together into dormitories. \* \* \*

What causes have brought about these changes? The most important are the tendency of the population toward the cities, and the preference for machinery over individual labor. These have killed the academy and produced the free graded school system, of which the high school is the bright and shining head.

#### EDUCATION IN HOPKINTON.<sup>1</sup>

It is said the first schools were of an itinerant character, the teacher going from house to house giving and hearing lessons.

<sup>1</sup>The following sketch, which we have abbreviated, was prepared by C. C. Lord and published in the *Granite Monthly*, April, 1878. The history of education in Hopkinton does not differ essentially from that of many other towns of the State.



Schools were sometimes kept in private localities. We find no record of such schools, or of an attempt to establish a permanent school till 1765. On the 5th of March that year it was voted to have a school two months "the ensuing year." At the regular meeting in March, 1766, it was voted "to have two schools in town." On March 12, 1768, it was voted to build two school "housen"—one near Esquire Townsend's and the other between Jonathan Harris's and Moses Gould's; each of these "housen" was to be 22 by 18, and 7½ feet post. This act, however, was not fulfilled, for at a meeting two weeks later it was voted to reconsider it.

Because of circumstances unavoidably prevailing in a new settlement, there were probably no schools on the school lot. The population of the town becoming rapidly and widely distributed, the select local appropriation offered scarcely an advantage to any one. Consequently the question of its disposal came up for consideration. It seems there was at first a proposition to sell it, for we find the record of a vote passed on March 2, 1778, to sell "school rights" and appropriate the interest of the money to school purposes; also, on March 6, 1786, it was voted to sell "school rights" and appropriate the money for town schools. It would appear, however, that the question of the right of the town to allow the property assigned to school uses under the solemn stipulation of the original grant to pass out of its hands became a serious one. But men have often been found equal to both horns of a dilemma, and in this case a compromise was reached by formally reconsidering the above acts and disposing of the land by lease. Thus, on March 20, 1786, it was voted to lease the "right" for a term of nine hundred and ninety-nine years. The lessee was to give bonded security and pay interest annually "till the principal was paid." The interest of the principal was to be appropriated for schooling till the end of time.

From the peculiar diction of the town clerk officiating at this period, it is plain enough the citizens of the town considered the school property virtually sold; yet by the act of consent to the disposal itself, it is evident that in the year 1785 the subject of a redisposal can be properly entertained.

During the gradual progress of civilized society in the town, schools were located to suit the wants of the growing and spreading population. Some time passed, however, before special legal attention was given to school districts. On March 1, 1784, it was voted to "divide the town into eight parts for schooling."

On March 20, 1799, it was voted "to lay out schools according to scholars between 3 and 21 years of age." This is substantially the arrangement obtaining at present, by which also we have increased our school districts to the number of twenty-one.

On March 4, 1801, it was voted to have prudential committees in school districts. Schools at this period were also supervised by some

competent person or persons, as the minister or other learned citizens, singly or associated. In the year 1827, the State legislature made a law requiring a superintending school committee in every town. This act is said to have embodied all the valuable points implied in the previous State laws or customs, and it required not less than three nor more than five committeemen in each case.

The first country schoolhouse in Hopkinton was, generically speaking, a framed building, but of very humble appearance. It was frequently unpainted and the unprotected clapboards soon revealed the influence of the elements. Inside, the walls were closed with plain wainscoting, which rapidly grew dingy with time. The seats were arranged on an inclined plane, while the procumbent portions were set with hinges, enabling them to be let up with a clatter and down again with a bang. The teacher's desk was not only stationary, but sometimes a complete inclosure, in which the instructor could ensconce himself and be approached only in one direction, as in an ancient church pulpit. The huge fireplace was an important item in the sum of outfits, especially in winter, when it devoured large quantities of fuel, the dying embers of which sometimes favored the roasting of a potato by some hungry scholar during noon time. In summer, the otherwise empty volume of space was frequently filled with green boughs, giving the place a more tasteful and inviting aspect.

As now, in former times the school-teacher in a great measure represented the popular idea of social culture. Dignity and learning were considered inseparable personal qualities; in the teacher they largely culminated in an excess of firmness and sternness. Scholars were expected to hear and read, and hearing and reading, obey and learn. The rod was by no means withheld in the enforcement of this idea. So boys and girls were taught to read, spell, write, cipher, and perchance gained a smattering of grammar and geography.

With such an impersonated ideal at the head of the common school, it is little wonder that rebellion often festered there, and that open rupture sometimes deposed the autocrat of the birch and ruler. In illustration of the position of a schoolmaster in New Hampshire in the earliest times, we present a list of the duties of such a person, as prescribed by the regulations of the town of Portsmouth in the year 1661, as follows: "To act as court messenger, to serve summonses, to lead the choir on Sundays, to ring the bell for public worship, to dig the graves, to take charge of the school, and to perform other occasional duties."

The importance of high schools was early recognized, yet none of this character were ever supported at the public charge. In 1769, when the State laws required the several towns containing a certain maximum of population to support such schools, Hopkinton voted that "if the town was complained of for not keeping a grammar school the town would pay the charge." The most memorable high school

not an incorporated institution ever existing in town was that taught by Mr. John O. Ballard.

The course of study pursued at Master Ballard's school was mostly confined to English branches. Instruction was thorough. Proper attention was paid to reading and spelling, as also to defining. The spelling book and dictionary were studied by every pupil. Master Ballard himself was very apt in defining English words; few words in recognized use had escaped his knowledge. For about thirty years he kept up an uninterrupted school, but received some assistance in the work of teaching during later service, particularly by his son, afterwards the Rev. Edward Ballard.

The ancient court-house and legislative hall was often used for the accommodation of select schools. Schools were held in the court room, the senate chamber, and in one or both of the jury rooms. Hon. John Harris at one time kept a reading school in the court room. Pupils were admitted by cards. Mr. Harris took great pride in good reading, in which he was reputed to be an adept. During his school a prize was offered for the best rendering of the Scriptural passage, "What went ye out into the wilderness for to see," etc.

Among many text-books used during the earlier times in both the common and high schools alike there were, in common English branches, the American Preceptor, the Columbian Orator, and Scott's Lessons, readers; Webster's Speller; Perry's and Walker's dictionaries; Adams's and Pike's arithmetics; Murray's Grammar (Abridgment and Sequel); Young Ladies' Accidents, also grammatical; Pope's Essay on Man, for analysis and parsing; Morse's and Worcester's geographies, etc. In higher English, Blake's Philosophy, Ferguson's Astronomy, Sumner's Botany, etc. In classics, Liber Primus, containing the first chapters of the Book of Genesis for translation from Latin into English; Selecta Profanis, and Virgil, and perhaps others.

For illustration in geography there were globes and atlases, but there were no further means of illustration except a slate, pencil, and ruler. The reading books were classical and choice in their selections. Geography was sometimes taught as reading lessons. Most of the English text-books had many good features, but inferior in numerous respects to some of recent times. A curious feature was sometimes introduced into arithmetics, in the form of riddles or uniquely stated questions.

#### HOPKINTON ACADEMY.

This institution, which attained to a widely extended and honorable celebrity, was principally founded by Dr. Ebenezer Larned, a native of Medford, Mass., a graduate of the academical department of Harvard College and of the medical department of Dartmouth, who came to this town in 1793 or 1794 from Leominster, Mass., where

he had been teaching school about a year. Through his dominant exertions a preliminary meeting was held on September 11, 1826. On the 24th of February, 1827, the movement had attained such proportions as to warrant the selection of a committee to report a plan of organization, and on the 23d of March it was determined to fit up the courthouse with the consent of the selectmen.

School began the spring of the same year, under an arrangement admitting of four terms of twelve weeks each per year. The hours of study for the first term, opening the first Wednesday in May, were prescribed to be from 8 a. m. to 12 m. and from 1 to 5 p. m.; other terms were left to the discretion of the trustees. There were to be reviews once a week.

The act of incorporation was approved June 26 of the same year. In due time improvements were made in the upper story of the courthouse. This building had practically ceased to be the property of either Hillsboro or Merrimack counties, especially as the courts of the latter had been established in Concord from the incorporation of 1823. The court room and senate chamber were remodeled. Entrance was effected at either end by a hall and stairway. In the former apartment a platform and teacher's desk were located on the east; in the latter, on the north; opposite either were plain wooden seats and desks arranged in rows in the usual manner. Between these two rooms were two smaller apartments, devoted to recitations, bell uses, drawing garments, and laboratory. A bell was presented to the institution by Isaac Chandler, a former and later citizen of Hopkinton, then of Boston.

The first preceptor of Hopkinton Academy was George Peck, who remained but a short time. The catalogue for the fall term of 1827 gives the following board of instruction: Jeremiah Russell, A. B., preceptor; Mr. Jeremiah Gates, assistant preceptor; Mr. Luther Cross, lecturer on chemistry. The whole number of gentlemen was 47; ladies, 26; total, 73. This catalogue contained only the list of officers, instructors, and students, and the recapitulation of the latter. It was printed on plain paper, with a coarse, brown cover.

The next year the school was divided into special male and female departments. Hopkinton Academy advanced rapidly in success and popularity. In 1830 there were 113 students; in 1831, 159; in 1835, 162. Among the earlier preceptors were Enoch Colby, Enoch L. Childs, and Moody Currier, with a large list of assistants.

About the year 1843 the academy experienced a heavy reverse, by which its available funds were reduced from \$2,500 down to \$500. The circumstance was induced by the business failure of Nathaniel Curtis, a merchant in Hopkinton Village, in whose hands were considerable sums of the institution's means. For several years the school fluctuated to a greater or less extent in consequence of this calamity. The institution received an important impulse in 1851,

when a new charter was approved on the 4th of July. By the new arrangement the sum of \$10 contributed by an individual made him a trustee. The board of trustees was increased, improvements made, and prosperity followed. At this period the internal arrangements were made more attractive and advantageous by new desks and seats of modern style and superior accommodation. The time-honored institution declined again, however, from the same causes that have ruined many enterprises of its kind all over the country. Changes in population and the increase of local high schools in larger places have wrought results against which none but well-founded or denominationally supported institutions can contend. Last of all and sad to relate, Hopkinton Academy, as a material structure, went up on the wings of flame on the morning of March 29, 1873. Many a precious memory was quickened and many a deep regret was experienced when it perished. As an institution it nominally exists, but its direct influence is gone.

The instruction given at Hopkinton Academy was thorough and efficient, confirming the purposes of the institution as defined in the catalogue of 1835: "It is designed, in the course of studies pursued and in the instruction given, to develop and strengthen the faculties of the mind, as well as to store it with useful knowledge. Efforts are made to lead the mind to think and reason upon the subjects presented." The influence of this culture has been and is now acknowledged far and wide.

#### CONTOOCCOOK ACADEMY.

Previous to the establishment of this institution frequent temporary high schools had been sustained in Contoocookville. Among those teaching them were ex-Governor Walter Harriman, Prof. Dyer H. Sanborn, Capt. Orville Smith. A decided effort for an academy was made in 1855. On the 15th of December of that year a preliminary meeting was held and a voluntary subscription list raised amounting to \$1,450. After consideration it was voted to abandon this list, on the assurance of pecuniary aid in case the proposed institution came under the control of the New, or Swedenborgian, Church. Contributions came in rapidly, and soon amounted to \$3,000 or more. There are now 57 shares in this institution. They are rated at \$10 each. On the 18th of January, 1856, a building committee was appointed and a committee chosen to draft a constitution. On the 13th of March it was voted to secure a charter. Building operations began the same spring.

The charter was approved July 11. The securing of the act of incorporation was attended with some difficulty. The subject of a charter came up first before the New Hampshire legislative committee on incorporations, which body, not comprehending the significance of the term "New Church," was disposed to treat the matter

with supreme indifference, but later it yielded, and the charter became a fact. Although the work of building was not completed, yet upon the act of legal incorporation a meeting was held in "Academy Hall," among the lumber and shavings, and an organization effected.

The first term of Contoocook Academy began in the autumn of the same year with about 80 pupils. Ambrose Wayland Clark, of Dartmouth College, was principal.

PEMBROKE ACADEMY.<sup>1</sup>

From the first New England has been noted for her regard for the intellectual welfare of her people. Not to be behind others, the people of New Hampshire early made provision for the mental and moral instruction of their children. In 1647 the first law establishing town schools was enacted. In 1693 an act was passed requiring the different towns to raise money, by assessment on the inhabitants, for building and repairing schoolhouses and for providing a schoolmaster. In 1719 every town of 50 householders or upward was required to provide a schoolmaster to teach children to read and write, and every town of 100 householders to have a grammar school kept by "some discreet person of good conversation, well instructed in the tongues."

In 1805 the district system was established. In 1807 the assessment for school purposes was increased and the law requiring grammar schools to teach Latin and Greek was repealed. From that time laws have, with great frequency, been passed regulating educational matters. The act repealing the law requiring towns to have instruction given in Latin and Greek was probably owing to the fact that previous to this time nine academies had been incorporated. Whatever may have been the influence operative in the abolition of such instruction, it is evident that the class of work attempted by the grammar schools was now left to the academies. It appears, then, that very early was felt the need of a classical education, and so the same spirit which had originated the previous enactments led to the founding of institutions of higher grade. In accordance with the law referred to above, there was in this town a grammar school, the house being located on land between the dwelling house of Mr. William Fife and the Ferry road, so called, there being but one house to accommodate the people of Suncook and Pembroke street. Thus early in the history of Pembroke was evinced a desire to give to its youth a higher education. It was about this time (1807) that there came to Pembroke three men who no doubt had the shaping of the academy—Dr. Abel Blanchard, Rev. Abraham Burnham, and Boswell Stevens, esq.

Dr. Blanchard was born in Wilton October 10, 1782. At the age of 17 he was clerk in a store in Concord, where he remained two or three years. He afterwards studied medicine in Concord. In October, 1805, he commenced practicing at Pittsfield. Here he showed an

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<sup>1</sup> Taken mostly from the Granite Monthly of November and December, 1888.

interest in education, and conceived the idea of establishing an academy. He made certain proposals to the town, but they were rejected. In 1808 he removed to Pembroke.

Rev. Mr. Burnham was born in Dunbarton November 18, 1775, graduated with honor at Dartmouth College in the class of 1804, and was ordained pastor of the Congregational Church in Pembroke in 1808.

Boswell Stevens, esq., was born in Pomfret, Conn., in 1782, graduated at Dartmouth in the same class with Rev. Mr. Burnham, and established himself in the practice of law in Pembroke in 1807.

Fortunate, indeed, was it for Pembroke that three such men as these should become identified with its interests. Dr. Blanchard did not possess a vigorous constitution. His health began to fail him about the year 1817, and his death occurred March 15, 1818. It appears that during his last illness he had conversation with Mr. Burnham about the disposition of his property, and that it was at Mr. Burnham's suggestion that in his will, which was dated January 15, 1818, Dr. Blanchard, after making bequests to his friends (he was unmarried), left the residue of his property to found a "public school or academy in Pembroke."

The school was incorporated June 25, 1818, as Pembroke Academy, although it has for many years been called Blanchard Academy. The first board of trustees, appointed by Dr. Blanchard, consisted of Rev. Abraham Burnham, Boswell Stevens, esq., Daniel Knox, esq., John H. Merrill, Timothy Barnard, Deacon Moses Haseltine, William Haseltine, Capt. Jacob Elliot, and Rev. Jonathan Curtis.

In his will Dr. Blanchard expressed the desire that the people of the town raise funds adequate for the erection of a suitable school building. On the fast day subsequent to Dr. Blanchard's decease Rev. Mr. Burnham preached a sermon from the text "Behold I have set before you an open door, and no man can shut it," and a subscription at that time was taken amounting to \$800.

The foundation was laid during the month of October, 1818, and the building was dedicated May 25, 1819, Rev. Jonathan Curtis, of Epsom, preaching the dedicatory sermon. This building was changed to its present external form in 1841. Since then the interior has been remodeled, and from time to time it has been repaired, and at present writing is in fair condition.

The school was opened May 26, 1819, under the instruction of Mr. Amos W. Burnham, afterwards pastor of the Congregational Church at Rindge, and Miss Frances Newell, with an attendance of 48 students. In this way was instituted a school which, with varied success, has never failed to open its doors regularly to welcome those who have sought instruction. Its stated object is "for the purpose of improving the rising generation in science, morality, and religion; also for the education of youth in the English, Latin, and Greek languages, writing, arithmetic, and other branches of literature com-

monly taught in the public schools." The aim of the trustees and teachers has been to carry out the object of the founder. It ought to be said that Rev. Dr. Burnham ever looked upon the institution as his child. He was president of the board of trustees from the establishment of the school until his death, in 1852.

We give below the names of the principals, with the years of their service:

Rev. Amos W. Burnham, D. D.,<sup>1</sup> 1819; Rev. Thomas Jameson,<sup>1</sup> 1819; Hon. John Voss,<sup>1</sup> 1820; Rev. E. D. Eldridge,<sup>1</sup> 1831; Hon. Joseph Dow, A. M., 1833; Isaac Kinsman, A. M.,<sup>1</sup> 1837; Charles G. Burnham, A. M.,<sup>1</sup> 1840; Jonathan Tenney, Ph. D.,<sup>1</sup> 1844; Nathaniel Hills, A. M.,<sup>1</sup> 1849; Rev. Silas M. Blanchard, 1851; John W. Ray, A. M., 1852; Rev. John D. Emerson, 1853; Rev. Henry L. Boltwood, 1855; William K. Rowell, A. M.,<sup>1</sup> 1857; Rev. Silvanus Hayward, 1858; Charles H. Stanley,<sup>1</sup> 1859; Charles G. Burnham, A. M.,<sup>1</sup> 1860; Rev. S. L. Blake, D. D., 1861; James H. Mills, 1862; Isaac Walker, A. M., 1863; L. R. Leavitt, 1868; L. P. Blood, 1869; William H. Hubbard,<sup>1</sup> 1870; William M. Sawin, 1871; Martin W. Hoyt, A. B., 1872; Isaac Walker, A. M., 1873-1891, and still in office.

It has a long list of gentlemen and lady assistants, of whom we will mention the late Rev. E. B. Foster, D. D., and Hon. Amos Tuck; also Hon. J. W. Patterson, of Hanover; Hon. L. D. Stevens, of Concord; Hon. John Swett, of San Francisco, Cal., and Hon. John B. Sanborn, of St. Paul, Minn.

Of those who were once scholars, Noah Martin, Benjamin F. Prescott, Nat. Head, Charles H. Bell, and Moody Currier have been governors of New Hampshire; B. F. Butler, governor of Massachusetts; Simon Brown, lieutenant-governor of Massachusetts; Enoch W. Eastman, lieutenant-governor of Iowa; Benning W. Jenness, Moses Norris, Byron M. Cutcheon, Members of Congress.

We could mention, were it wise, a large number who have been State senators and representatives, judges, physicians, clergymen, and teachers; in fact, its alumni has graced all the walks of life.

The fund left by Dr. Blanchard at the present time amounts to \$2,300. This has been increased as follows:

In 1836 Hon. Boswell Stevens, of Pembroke, left a legacy of \$1,000. In 1865 Mrs. Mary T. Wilkins, of Suncook, widow of the late J. H. Wilkins, esq., a former treasurer of the board of trustees, made a donation of \$1,000. In 1866 Mr. John C. Knox, of Pembroke, a former trustee, made the academy residuary legatee; there was received \$2,544. In 1874 Mrs. Betsey Whitehouse, of Pembroke, made a donation of \$1,000, and in 1877 left, by will, \$2,000. In 1880 Samuel P. Langmaid, esq., of Somerville, Mass., a native of Chichester, left, by will, \$5,000. In 1885 Hon. Asa Fowler, of Concord, a native of Pembroke, left, by will, \$1,000. In 1887 Miss Sarah P. Knox, of Pem-

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<sup>1</sup> Deceased.



broke, a former student, agreeably to wishes expressed by her sister, the late Elizabeth A. Knox, who also attended school at the academy, made a donation of \$4,000, to be known as the "Elizabeth A. Knox fund." There was also received in 1888 from the estate of the late Sarah J. Moore, of Pembroke, \$500, according to a provision of the will of her late husband, McConell Moore, another former student, who died in 1878. In 1885 there was bequeathed to the academy several thousand dollars by Mr. Guy T. Little, of Bismarck, N. Dak., who attended school at the academy, but the institution has not yet come into possession of the legacy. A gift was also received in 1879 by the bequest of Mrs. E. M. Knox, of Pembroke.

The library, though not as large as it should be, is receiving additions, several volumes having been purchased lately by the scholars; others contributed by friends and former students.

A room in the academy has been set apart as an art gallery, in which are already several portraits and photographs of the alumni. There is already the nucleus of a museum, which contains such curiosities as will be of use in illustrating former habits of living, etc. A case for specimens of natural history has been presented by the Post Graduate Association, and already specimens of birds have been presented by Mr. W. H. Thompson.

The students publish monthly during term time a school journal called the *Academician*, devoted to the interests of the school.

The present condition of the school is encouraging and its future hopeful. The sixty-eighth annual catalogue (1886-87) gives an attendance of 180 for the year, and the attendance during the winter term of 1887-88 has been the largest winter term for several years. It has three courses of study—classical, academic, and English—fitting students for college as well as for a business life. Since 1877 classes have regularly graduated, that of 1890 numbering 6, with 11 in the class of 1891. Nearly all are classified students.

In 1863 the board of trustees was so changed as to include the friends of the People's Literary Institute and Gymnasium, an institution which had existed from 1841, and for some years was a rival of the old school. Since this change there has been a union of sympathy and effort in the support of the academy.

The academy is beautifully located upon an elevated plain, commanding a delightful view of the surrounding scenery. It is about half a mile east of the Merrimac River, 6 miles from Concord, and about 1 mile from Suncook depot. Students are divided into four classes. Applicants for the fourth class must show that they possess a thorough knowledge of those branches of study known as "common school." Students whose scholarship during the course averages 85, or higher, in each study, and who maintain a good moral character, receive diplomas on completion of the course, subject, however, to the decision of the trustees. Such students, unless excused by the

trustees or teachers, will prepare some exercise assigned by the teachers or the class, to be delivered at the time of the annual graduation at the close of the spring term. Those who enter upon a course, and for any reason lose a term or a part of a term, are under the necessity of making up those studies pursued by the class.

## ATKINSON ACADEMY.

This academy was incorporated February 17, 1791. Only three academies, Phillips Exeter, New Ipswich, and Chesterfield, were made corporate institutions earlier than this, and as Atkinson went into operation some years before it was incorporated, it may be considered for age the second oldest academy in the State.

The first academic building was consumed by fire November 16, 1802. The school, however, continued to live, and a new frame building was erected in 1803, the expenses being mostly borne by the citizens of Atkinson.

Upon application to the legislature a grant was made June, 1803, to the trustees of the academy, giving them permission to raise by a lottery \$2,000 for the benefit of the institution. Very little, however, was realized from this legislative grant. In 1809 another grant of half a township of land in the county of Coos was made by the legislature to Atkinson and Gilmanton academies in equal proportion, although Atkinson was also unfortunate in this grant, as she received little from the sale of her portion of the land.

Though without permanent funds, it maintained an excellent standard, and previous to 1850 had instructed and sent forth some 2,000 different students. Early in the century a female department was established for the purpose of teaching drawing, painting, embroidery and various other kinds of needlework.

Among its long line of preceptors and students there are many names that have become familiar in the State or the nation. Of its history during recent years we have no reliable data.

## APPLETON ACADEMY, NEW IPSWICH.

The New Ipswich Academy was chartered in 1789 and had some peculiar privilege in connection with Dartmouth College, and the officers of Dartmouth College had a voice in the selection and retaining of a principal. It has been the preparative school of very many whose names are heard in the commercial and literary world. It depended for its support upon its patrons, temporarily assisted by donations from its friends. In 1853 its name was changed by the insertion of "Appleton," in honor of Samuel Appleton, who gave to it nearly \$30,000.

It is difficult to ascertain the number of graduates; the first catalogue being printed in 1830, and none from that time until 1850 giving the number graduating. The average number in attendance for

the year 1869 was 119, and that is the highest average given in any catalogue (Report of 1870). The graduating class of that year numbered 12. In 1870 it had nearly completed a new gymnasium and reading room. Its location is very pleasant and healthy, and the moral and religious influence exerted on its pupils is second to that of no school of the kind in the State. The institution had in 1870 a working fund of \$25,000, besides the academy building and boarding house.

This school is, with one exception, the oldest institution of the kind in the State. It is situated some 3 miles from the depot at Mason Village, N. H., on the Peterboro and Shirley Branch of the Fitchburg Railroad.

This school is designed to furnish young gentlemen a thorough preparation for college, and to furnish both ladies and gentlemen a course of study calculated to fit them for teaching or for the duties of business life.

There are connected with the school five societies whose aim is either religious, social, literary, or musical. There is a library of many hundred volumes belonging to the academy, and also a new and valuable town library, to which the students have access.

By the munificence of the late Dr. A. A. Gould, of Boston, the school is provided with one of the finest geological cabinets in the State. There is also a good chemical, philosophical, and mathematical apparatus. Students in surveying will have the benefit of practice in the field with compass, theodolite, and leveling instruments.

A public examination of the several classes is held at the close of the fall and spring terms before a committee appointed by the trustees.

#### APPLETON ACADEMY, MOUNT VERNON, N. H.

Appleton Academy, of this place, was founded and incorporated in 1850. It is endowed with a fund of \$6,500. The school property, including buildings, library of above a thousand volumes, and apparatus has a value of at least \$8,000. The number of its alumni, 1870, must reach nearly 1,000. The school year embraces three terms of twelve weeks each, at an expense of about \$160 per scholar for the year.

#### BOSCAWEN ACADEMY.

Boscawen has reason to be proud of the many distinguished men who either claimed it as their birthplace or were educated there. Among these were Daniel and Ezekiel Webster, who were born just over the line in Salisbury, and who used to go over to Boscawen to recite to the famous old pastor, the Rev. Dr. Wood.

The academy dates from the year 1827. Money was first raised among the citizens by subscription for the erection of a suitable

building, and on March 29, at a meeting of the trustees, it was voted to apply to the legislature for an act of incorporation.

The academy building was completed during the year. Dr. Wood himself, besides a generous donation in money, giving the shingles that covered it, "shaved by his own hands."

The bell was the gift of Daniel Webster. Ezekiel Webster also contributed liberally to aid in the construction of the building.

The school was opened in April following, and before the close of the year the number of pupils in attendance was 86. From this time until 1856 its history was the common one of the small village academy. In the last-named year the trustees voted to lease the building for a term of twenty years to Mr. Jonathan Tenney, the lessee having the right to make such alterations in the building as he might deem necessary. Soon after extensive alterations were made, and the school became widely known as the Elmwood Institute. In 1868 the lease was canceled by mutual agreement. Jonathan Tenney was born in Vermont; early taught district schools; graduated at Dartmouth; read law and medicine; adopted teaching as a profession from the love of it; pursued it with marked success for many years as principal of grammar school, academy, and high school; was editor of educational periodicals; active in organizing State and county teachers' associations, of which he was either secretary or treasurer many years. During the last twenty years of his life he lived in New York and held many of the highest educational offices in that State. He was author and editor of several historical, statistical, and educational publications.

In 1870 the academy building was rented to the trustees of the school district, and in 1872 it was voted that the building and grounds should be sold, "the avails invested, and the increase appropriated for educational purposes." It was decided, however, "that the bell should not be disposed of, but kept in the building as at present."

In 1874 the \$2,000 for which the buildings and grounds were sold was invested in the Penacook Savings Bank, "the principal never to be withdrawn without the consent of a majority of the district."

Among public men who in early years attended Boscawen Academy is President S. C. Bartlett, of Dartmouth College. He and his brothers came to it from the adjacent town of Salisbury.

#### PENACOOK ACADEMY.

The citizens of Fisherville, feeling the need of better educational privileges than those furnished in the neighboring towns, established in the winter of 1866 the Penacook Academy, and the school was opened November 6 of the following year.

In the spring of 1875 A. C. Hardy, A. M., took charge of the academy, and in order to specify its design and plan changed its name to Penacook Normal Academy. Its curriculum was made very much

broader and the course of study greatly enlarged. In other respects the academy was so well equipped as to make it the peer of any school of its class in New England. The school was arranged in five departments, viz: preparatory, normal, business, scientific, and classical. The board of instruction was enlarged from three to nine members. Thus by the liberality and energetic action of the trustees of this institution the people were put in the enjoyment of superior educational privileges.

#### HOLDERNESS SCHOOL FOR BOYS.

The Holderness School for Boys, under the charge of Rev. Frank C. Coolbaugh, A. M., and a full corps of teachers, is situated near Plymouth, among the foothills of the White Mountains, and is doing excellent work. It has four courses of study—a classical, scientific, commercial, and English. The classical is arranged for four years, and consists of the studies required for admission to college.

Instruction in military tactics is an integral part of the physical training the boys receive, and is regularly given.

The school was established about thirteen years ago. The buildings are excellent and supplied with all modern improvements.

#### DOW ACADEMY.

Dow Academy was founded by Moses A. Dow, of Charlestown, Mass., in the year 1885.

The design of this academy is to promote the higher education of young men and women, and also to afford a thorough preparation for college to such as desire it.

The instruction, discipline, and influences are such as it is believed will secure the highest development of character, and be the best preparation for a life of future usefulness.

The academy is situated in Franconia, N. H., and in beauty of scenery and healthfulness of location is unsurpassed by any similar institution in New England.

The academy grounds contain 5 acres; the academy building is a handsome, substantial structure, with convenient recitation rooms, and such other rooms as are needed for apparatus, library, reading room, etc., well lighted and ventilated, and heated throughout with steam.

The courses of study embrace two departments, preparatory and academic. The preparatory is designed to fit pupils for the advanced courses of study. This department is thoroughly graded and under competent teachers, who employ the best modern methods of instruction. The academic comprises two courses of study, the classical and the English. The classical course has been planned with great care, and is intended to afford a complete preparation for our best colleges. The English course is designed for those who do not expect to enter

college. It aims to give breadth of culture and to impart a thorough knowledge of the higher branches of an English education. Students who satisfactorily complete either the classical or the English course receive a diploma. Five annual prizes for excellence in scholarship are given.

The trustees at the last annual meeting voted to add two new departments of instruction for the ensuing year. These consist of a course of normal training for teachers, and a course in telegraphy, stenography, and typewriting. Steps have been taken to provide means for the encouragement of athletic sports. The trustees have appointed a committee to select and prepare suitable grounds for baseball and other games. In the fall term an athletic association will be formed, instruction given, prizes offered, and regular field days established.

The academy possesses an extensive apparatus for illustrating natural philosophy; a museum of natural history, to which additions are constantly being made; also, anatomical and astronomical charts; a complete set of Rand & McNally's and Johnston's wall maps, illustrative of modern and ancient geography; a compact and valuable stereopticon; and a compound microscope, adapted to every grade of work.

The library contains only books of acknowledged merit. Great care is taken to select the best works in each department of literature and science. Students have regular access to the library, and receive all needful counsel and help in the choice of books. The collection is constantly enlarged by systematic and liberal additions, and it is the purpose of the officers of the school to make the library one of special educational value. The reading room, open to all students, has on file the leading journals and magazines of the day.

The Automathian Society meets once in two weeks for practice in debate, essays, and declamation. There is also a religious association which holds devotional meetings on Thursday evening of each week. Both of these societies are conducted by the students, and have rooms in the academy.

The entire expense for the school year, including board and room in the academy boarding house, tuition, books, fuel, lights, and washing, need not exceed \$150. The average attendance of students during the school year 1890-91 was nearly 100.

#### BREWSTER FREE ACADEMY.

The first schoolhouse in Wolfeborough was built in 1793, but it was not until 1820 that any special interest in education was shown, that year witnessing the incorporation of the "Wolfeborough and Tuftonborough Academy." A suitable building was erected in 1820-21, and the academy was carried on with considerable success until 1866, when the property was leased to the Christian Society, and became known as

the "Christian Institute." The agreement with the society was that their denomination should raise a fund of \$10,000 and "put the school on a good foundation." In 1870 the institution was called the "Wolfeborough Institute," and was in charge of a corporation styled the "Christian Educational Society." The number of students enrolled was then 133. The academy was most prosperous about the year 1835, and among the students at that time was Henry Wilson, afterwards Vice-President of the United States. The old charter of the institution was renewed in June, 1887, by the New Hampshire legislature, the name being changed to the Brewster Free Academy in honor of John Brewster, of Cambridge, Mass., a native of Wolfeborough and a successful Boston banker, from the trustees of whose estate it receives a large income. This income will increase as certain annuities, now charged to the estate, expire, and is expected to become in time more than \$40,000.

The management of the academy is controlled by a board of 11 trustees, and is wholly nonsectarian. Tuition and text-books are free to the pupils, and all the expenses are paid from the income received from the Brewster estate.

The site of the academy embraces nearly 40 acres on the shore of Lake Winnepesaukee and commands a wide outlook, whose beauty of scenery is seldom equaled.

Owing to the fact that the trustees do not control any capital, the development of the institution is necessarily slow, and it will be many years before all the projected buildings are completed. The present accommodations are ample for 160 pupils.

The first term was opened in September, 1887, with 40 scholars and 3 teachers; in 1891 the scholars numbered more than 100, and there were 7 teachers. Prof. E. H. Lord is principal.

Two courses of study are provided, one furnishing ample preparation for college, the other equal in disciplinary value to the first, but so framed as to allow some latitude for choice on the part of the student, according to his needs and purposes.

At a meeting of the trustees held in June, 1890, it was voted to establish a course in manual training.

The only accommodation for pupils now under academy control is a half dozen rooms in a house on the academy grounds, provided by the liberality of one of the trustees, and primarily intended for the use of the teachers. These rooms and the cost of board, including light and steam heat, will probably be \$4.50 per week. Tuition and text-books are free.

#### GILMANTON ACADEMY.

By Rev. S. S. N. GREELEY, *Secretary of Board of Trustees.*

Judge Tourgée in his *Fool's Errand* says tersely and forcibly: "The remedy for darkness is light; for ignorance, knowledge; for wrong, righteousness. Educate the voter, because the nation can not afford that he should be ignorant." Ex-President Hayes said, in a speech

in Canton, Ohio: "Ignorant voters are powder and balls for the demagogue." The New England fathers saw that, especially in republics, popular ignorance is popular peril. But they saw still further that education must be more than simply of the intellect. Science is not virtue. There must be the pervasive influence of that Christianity which sanctifies the power of knowledge and teaches the free man what is true liberty.

In the settlement of New England towns the fathers gave these matters early attention. After the pattern of the Pilgrims landing on the bleak coast of Plymouth, "they built a shelter for their heads with rapid industry, then built a house for God, and built the school-house beneath its shadow."

The founders of Gilmanton took early measures to provide for the education of the young. In the seventh year of the settlement, 1769, they voted to build two schoolhouses and hire a teacher eight months the ensuing year. The following year, 1770, they voted a tax of £20 for the schools, and the early town records show a constantly increasing liberality and zeal for popular education, till the districts were enabled to employ and pay their own local teachers, when the statements in town reports ceased.

There were now many leading citizens who desired the establishment of an institution of a higher order and broader reach than the common schools. After due consultation a petition was presented to the legislature, and Gilmanton Academy was incorporated in 1794. A commodious building was rapidly pushed forward and the school opened under the instruction of Peter L. Folsom, A. B., a graduate of Dartmouth College, who continued as principal during the following six years. From that date to the present Gilmanton Academy has lived, while many kindred institutions have passed away.

What is on record of its early history must be gathered from the careful chronicles of Rev. Daniel Lancaster, who published a History of Gilmanton many years ago. It is now out of print and difficult to obtain. On the night of September 25, 1872, all the records and catalogues, with the miscellaneous papers, of the academy were burned. The records had been carefully kept by Stephen L. Greeley, who held the office of secretary of the board of trustees for fifty successive years.

In 1796 a fund had been raised of \$5,500. On October 1, 1799, Stephen Moody, the village lawyer, was elected to the board of trustees and to the office of treasurer, which office he held for thirty-five years. The affairs of the institution went on very pleasantly and prosperously till January 22, 1808, when a sad trial came through the entire destruction of the academy building by fire. On the 24th of February the frame of the present building was erected. The town voted to contribute \$250 toward completing the building, and the trustees granted the right to hold in the hall the annual town meetings.



Through the opportune publication of the town history by Rev. Mr. Lancaster, the names are preserved of all who had care of this institution from the beginning—men who were zealous for popular education, and, so far as they were citizens of Gilmanton, men who did much for the prosperity and honor of the town. By the terms of the charter “the full board of trustees shall consist of ten members.” At this date (1891) they are as follows: Hon. Thomas Cogswell, Gilmanton, president and treasurer; Rev. S. S. N. Greeley, Gilmanton, secretary; Daniel S. Ayer, Gilmanton; Col. Joseph Badger, Gilmanton; Col. John B. Batchelder, Hyde Park, Mass.; Dr. George H. Brown, Gilmanton; Stephen G. Clarke, Tenaflly, N. J.; Stephen H. Dearborn, Gilmanton; Hon. Joshua G. Hall, Dover; John L. Stoddard, Gilmanton. Instructors: Samuel W. Robertson, Dartmouth, principal, Latin, Greek, and natural science; Mrs. Grace K. Robertson, mathematics and English; Mrs. Emma P. Dearborn, music (instrumental and vocal); John M. Sargent, elocution.

The aim of this school is to give thorough instruction adapted to the needs of the individual scholar, to furnish a thorough preparatory course for such as wish to enter college, and a practical course for such as must confine themselves to an academic education.

To this end every reasonable endeavor is made, and teachers do all in their power for the welfare of the individual scholars, endeavoring always to build up a good moral as well as intellectual character. Its success as a preparatory school is seen in the fact that but three other towns and cities in New Hampshire have sent more men to Dartmouth College than have entered there from Gilmanton Academy. Its pupils are received by Dartmouth without examination. A simple certificate from the principal that they have passed through the prescribed course in Gilmanton is sufficient.

The academy is furnished with philosophical apparatus, and a library, numbering over a thousand volumes, is daily accessible to the students. Within the past year there has been a very gratifying enlargement of facilities for the improvement and literary enjoyment of students and villagers by the furnishing of a reading room through the generous gift of John L. Stoddard, the popular lecturer. He has supplied its tables with the leading magazines and daily and weekly papers, leaving no lack for the delightful occupancy of hours of quiet rest from the wearying cares of the outside world.

Gilmanton is located 18 miles northeast of Concord, 8 miles from Laconia, and 9 miles from Lake Winnepesaukee. For healthfulness it can not be surpassed. With the exception of Bethlehem (just under the White Mountains), statistics put Gilmanton as the highest town in the State. The air is a marvel for purity, dryness, and invigorating power. Rev. Dr. Irenæus Prime, of the New York Observer, who a few summers ago passed a portion of his vacation here, wrote to his paper that “Gilmanton for healthfulness is wonderful! People *that live well live long*. The town has records of more than sixty of

its inhabitants who have lived more than 90 years—some 100, 103, and 104 years." Here, then, is one, and a most desirable, essential in the founding of any institution for diligent and successful study.

TILDEN LADIES' SEMINARY, MOUNT LEBANON, N. H.

By HIRAM ORCUTT, LL. D.

This seminary derived its name from its founder, Mr. William Tilden, a wealthy business man of New York City, a portion of whose boyhood was spent in that town. He at first gave \$11,500 of the \$15,000 which was the cost of the original building and grounds.

The school was opened September 19, 1855, Prof. Allen H. Weld, principal. He remained in charge for three years, and was succeeded by Rev. James Means, whose term of administration was only one year. The third principal was Prof. V. H. Dean, who remained in charge four years.

The school opened with some 75 pupils, including boarders and day scholars, and continued with much uniformity in numbers until Professor Dean took charge, when the school began to decline, and at the end of his four years nothing was left of it. In the spring of 1865 Prof. Hiram Orcutt was elected principal. He had for twelve years served as principal of Thetford (Vt.) Academy, and for five years as principal of North Granville (N. Y.) Ladies' Seminary, and was then principal of Glenwood Ladies' Seminary, at West Brattleboro, Vt. In assuming this new charge Professor Orcutt still retained the management of Glenwood, and for three years ran both institutions, 70 miles apart. Tilden Seminary opened under his administration with some 75 pupils, and continued to increase until the building was full to its utmost boarding capacity.

In 1868 Mr. Tilden gave an additional sum of \$20,000 for the erection of two spacious wings, more than doubling its capacity, and adding a large gymnasium and parlor. The new building was dedicated in the summer of 1869 with appropriate ceremonies. A little later, after the death of the founder, his family added some \$3,000 for a library and apparatus, which largely increased the facilities of the school.

During the sixteen years of Professor Orcutt's administration the average attendance was 88 and the aggregate attendance was 264. The whole number of different pupils was 1,000 and the number of graduates 187. More than thirty States were represented in the school.

In the year 1880 Prof. E. Hubbard Barlow, who had occupied a chair at Lafayette College, Pennsylvania, took charge of the school. He made extensive repairs, spending some \$12,000 for steam heat and other important improvements. He introduced some changes in the course of studies, but has maintained the high standard of scholarship and attainments necessary for graduation which his predecessor had established.

Professor Barlow has been ten years at Tilden and still holds his position as principal. Under his administration the school has maintained in a quiet way a high position in the front rank of home boarding schools in New England. The number of pupils has averaged about 50 per annum, and nearly 50 have graduated from the seminary. Hence more than 1,500 young ladies have enjoyed under this roof all the advantages of the higher academic education for women.

Tilden Ladies' Seminary led the way in this noble work in New Hampshire, and has for years been the feeder of Wellesley and Smith colleges, which have come into existence since it was founded.

#### ROBINSON FEMALE SEMINARY.<sup>1</sup>

The Robinson Seminary was established through the liberal bequest of the late William Robinson, a native of Exeter, but for many years a resident of Augusta, Ga., where his death occurred during the civil war. It was his request that "the course of instruction should be such as would tend to make female scholars equal to all the practical duties of life; such a course of education as would enable them to compete, and successfully, too, with their brothers throughout the world when they take their part in the actual duties of life." In admitting applicants to the seminary "the preference should always be given to the poor and the orphan."

A plan for the establishment and regulation of the seminary was carefully elaborated by a committee, adopted by the town, and received the sanction of the legislature of the State.

The advantages offered by the school were extended to "any girl resident in the town who had reached the age of 9 years and was qualified for the grammar school," without the payment of tuition.

A school was opened in 1867 in the old town hall, a tract of land of nearly 16 acres secured, and on the 4th of July, 1868, the corner stone of the seminary building was laid. In 1869 the structure was completed, being built of brick, with a granite basement, and three stories in height. The seminary went into operation in September of the same year.

Eben Sperry Stearns, a graduate of Harvard College in 1841, was the first principal. He remained at the head of the seminary until 1875, during which time the school was thoroughly organized and very prosperous. Three years after organization there were 9 instructors and 252 students. His successors during the following eight years were Miss Harriet E. Paine, and Miss Annie M. Kilham. In 1883 George N. Cross, A. M., was appointed principal, and he has since managed the school with much success. The course of study is arranged to extend over a period of eight years, and there is also a course preparatory to admission to college of three years. As complete an education can be obtained at the seminary as at almost any

<sup>1</sup> Taken mostly from the History of Exeter, by ex-Governor Charles H. Bell, 1888.

other institution of the kind in the country. Of course, the great majority of the pupils do not complete the course; out of an attendance of from 150 to 200 the number of graduates averages yearly about 10 only. But far the larger number of the pupils remain long enough to acquire an education which renders them "equal to all the practical duties of life."

Most of the students of the seminary belong to Exeter, though non-residents may be admitted upon the payment of a small tuition fee, and a few such are always in the school. The expenses of such students for board, room, and tuition are from \$150 to \$200 a year. The corps of instructors consists of the principal and 9 assistants. The number of students is about 200.

The seminary is furnished with a valuable reference library, containing more than 6,000 volumes; extensive apparatus for illustrating natural philosophy and physiology; a dissecting microscope, and a Bausch & Lomb's student's microscope, with eyepieces and objectives of high and low powers; cabinets of minerals and geological specimens; a set of Henslow's botanical charts, together with various other maps and charts, and a chemical laboratory and lecture room, conveniently fitted up for courses in general chemistry and qualitative analysis.

The fund and school are under the management of a board of trustees chosen by the town. The amount realized from Mr. Robinson's bequest was about \$250,000. The annual income is about \$12,700.<sup>1</sup>

#### PROCTOR ACADEMY.

BY MARY A. BROWN.

Proctor Academy is very pleasantly located in the town of Andover, N. H. It is situated in the quiet valley of the Blackwater between two ranges of mountains, the prominent points of each rising boldly and overlooking a broad expanse of country. Kearsarge on the south has an altitude of 3,000 feet, and Ragged Mountain at the north a little less. The altitude of the village is 660 feet.

Its clear invigorating air; its excellent water from mountain springs; its freedom from noise and the bustle of business excitement and every temptation to idleness and dissipation or any attraction to lure the attention of the student from his studies; its superior advantages of access by rail; its postal, telegraph, and express facilities, all combine to make this a most desirable place for pupils to acquire healthful development, both physical and intellectual. It is also worthy of notice that the citizens take a deep interest in the welfare of the students and in the reputation and prosperity of the school.

Proctor Academy is the outgrowth of what was originally Andover Academy. The citizens, realizing the advantages which would result

<sup>1</sup> For a sketch of Exeter Female Academy, chartered in 1826, and continued until 1864, see *History of Exeter*, pp. 299 and 300, by Charles H. Bell.

from a permanent institution of learning, established the school, and its first term was opened in August, 1848. The original trustees were Dyer H. Sanborn, Samuel Butterfield, Samuel Robbins, John Fellows, Jonathan Brown, Richard H. Messer, Simeon B. Little, Nathan Kilburn, Edmund Stevens, Nathan Howard, John Woodbury, Otis Jones, Cyrus Adams, Alpheus Conant, Mace Moulton, Aaron Cilley, George W. Nesmith, William H. Gage, and Moses Fellows. The officers of the corporation were Samuel Butterfield, president, and Wolcott Hamlin, secretary.

The first principal of Andover Academy, Dyer H. Sanborn, had the confidence of leading educators in the State as one eminently fitted for the position; a man of large experience, and whose heart was in his work. He remained one year. The school numbered 108 pupils. Miss Eliza Wingate was preceptress; Miss Edna Dean Proctor was teacher of music.

The catalogue published at the end of the first term contains this statement: "The success of this institution during the first quarter has surpassed the highest expectations of its warmest friends, has confirmed the high reputation of the principal, and has given to the preceptress the character of an accomplished and successful teacher. Students may find here both thorough and practical instruction."

The expenses at that time were: Board per week, including washing, \$1.33 to \$1.50; wood, per cord, \$2; incidentals, sweeping, ringing bell, etc., per term, 25 cents; tuition, common English, \$3; higher English, \$3.50; Latin, Greek, and modern languages, \$5; music, \$6; drawing and painting, \$1.

Moses L. Morse was principal for the year 1849-50. The school numbered 252 pupils. William C. Grant was principal, 1851-52, his sister, Miss Maria Grant, preceptress, 250 students being present. Mr. Grant was an excellent disciplinarian and yet popular with his pupils. His school was eminently prosperous and was patronized by many families distinguished for intelligence and culture. William P. Hammond was teacher of penmanship. He was afterwards author of Potter and Hammond's books on Bookkeeping and Commercial Law, and was for several years an instructor in an extensive commercial college in Philadelphia.

Mr. Grant was succeeded by Thaddeus W. Bruce, 1852-53, who was a graduate from Dartmouth College and a man of ability and reputation. His assistant was Miss Marcia Foster, an accomplished and successful teacher, the school being prosperous in their care.

George Dustin was principal in 1853-54. The school was made up of earnest, self-reliant, and persevering young men and women, who knew the value of their privileges and were resolved to improve them to their fullest extent. Quite a number closed their academic studies at this time, some engaging in business and others pursuing their studies elsewhere.

In July, 1856, the school property passed into the hands of the New England Christian Conference, and the school took the name of the New England Christian Literary and Biblical Institute. The first term after the change opened in February, 1857, with John W. Simonds principal, the pupils numbering 198 during the year. Mr. Simonds remained two years, and was succeeded by Rev. S. W. Whitney, who was an able and successful teacher. He was a man of extensive experience and came to Andover sustained by the Christian denomination, receiving the hearty support of the local patrons. He was induced by the offer of a much larger salary to accept a position elsewhere, and at the close of the spring term of 1859 resigned his position, after which Bartlett H. Cilley had charge for one year.

In 1860 John W. Haley was principal. During this year the management of the school was restricted to the New Hampshire Christian Conference and the name changed to New England Christian Institute. Rev. John Burden was chosen president and Rev. Thomas Bartlett elected principal. At this time young men who were licensed to preach were admitted free. This fact is interesting, as showing that some entered upon the duties of the ministry before they had finished an academy course. Mr. Bartlett had a large and successful school. He remained until 1865, when the school was removed to Wolfboro. In the year 1874 the citizens of Andover, having meantime maintained such terms of school as they were able, petitioned for the return of the school. They generously offered to give the trustees the school buildings and \$4,000 for enlarging and repairing them. This was accepted, and an act of incorporation was granted by the legislature of New Hampshire June, 1874. The institution took the name of Proctor Academy, in honor of John Proctor, a wealthy citizen of the town and a liberal contributor to the school. It prospered and was well patronized, increasing in numbers and strength until 1879. The principals under this management were, Miss Annie P. Little, 1874; Frank H. Adams, 1875; Rev. Alvah H. Morrill, 1876-1878; B. A. Field, 1879. During this year the school property again changed owners and passed into the possession of the Unitarian Educational Society, which was duly incorporated by the legislature.

W. J. Lloyd was principal, 1881-82, being followed by Herbert B. Dow for the years 1883-1886. Mr. Dow was a graduate of Harvard College, a thorough scholar, a faithful and conscientious teacher. Franklin K. Gifford was in charge for the year 1888, and Archie L. Hodges 1889. True W. White, a graduate of Tufts College, was principal for the years 1889-1891. Mr. White efficiently labored to improve and enlarge the library, his efforts meeting with remarkable success. A room was fitted for the purpose and the library opened for public circulation with nearly 1,200 volumes at that time on the shelves, with many periodicals of the day on the reading table. The extension of the use of the library by public circulation of the books

has increased the usefulness of the academy and has proved satisfactory in every respect, bringing donations of books that otherwise would not have been received.

Since 1891, Rev. James F. Morton, A. M., has served as principal, and is now (1896) in charge of the school. Earnest and successful endeavors have been made to advance the standard of the course of study, so as to conform to the modern requirements for admission to college. A town library has been organized under the library laws of New Hampshire, which is located in the library room of the academy, both libraries being in charge of Mrs. Carrie E. Morton, wife of the principal and a daughter of Rev. S. F. Smith, author of our national hymn, "My Country, 'tis of thee."

#### BUILDINGS.

In 1848 the school was held in a hall finished in the second story of a church edifice. In 1857 two wings of two stories each were added, affording capacity for four large recitation rooms. In 1874 the entire building was appropriated for school purposes. The building now has nine large rooms, including audience hall of large seating capacity and spacious corridors. In 1880 a pleasant and commodious boarding hall of three stories, capable of accommodating 50 pupils, was completed. Its rooms are all light and airy. It stands near the academy building. Shade trees have been planted on the lawn, to which additions have been made by the graduating classes from year to year. Gymnastic apparatus has been provided with facilities for croquet, tennis, etc.

#### MANAGEMENT.

The management of the school is by a board of trustees, elected annually by the members of the corporation, the board choosing officers and an executive committee. The officers at the present time (1896) are J. C. A. Hill, Concord, president; C. C. Danforth, Concord, vice-president; C. E. Carr, Andover, clerk and auditor; R. P. Carr, Andover, treasurer; Rev. Lyman Clark, financial agent. The executive committee are J. C. A. Hill, Rev. Frank L. Phalen, of Concord; Rev. S. C. Beane, D. D., Newburyport, Mass.; J. W. Fellows, Manchester, N. H.; Dr. H. A. Weymouth and W. S. Carr, Andover. Members of the board of trustees not on the executive committee are Solomon Spalding, Nashua; Hon. Solon A. Carter, Concord; Miss Mary A. Downing, Concord; Rev. D. M. Willson, Boston; Rev. J. B. Morrison, Laconia; Mrs. Elizabeth B. Fellows, Manchester; Rev. Lyman Clark, W. S. Quimby, and Mrs. Carrie E. Carr, Andover.

#### ENDOWMENT.

While Proctor Academy has done a large amount of educational work in proportion to its means, its endowment is moderate. More than \$8,000 have been raised for a permanent fund, \$3,000 having

been left by bequest of Mrs. Mary A. Hunt, of Nashua. The friends of the academy hope to increase the funds sufficiently to make the income equal to all the needs of the school.

#### INFLUENCE.

Proctor Academy is one of the many schools which have contributed so largely to the reputation which New England enjoys throughout the country for learning. It has accomplished an excellent work toward elevating the standard of intelligence and of character among the young people of Andover and neighboring towns. A few of the persons that attended the school during its earlier history are Prof. J. R. Eastman, Naval Observatory, Washington; ex-Governor Pingree, Vermont; Gen. W. W. Blackmar, Boston; C. A. Sulloway, M. C., Manchester; Charles H. Bartlett, Boston; Rev. J. P. Watson, Dayton, Ohio; Capt. John P. Thompson, U. S. A., Andover; J. W. Fellows, Manchester, and Rev. L. W. Phillips, Franklin, N. H.

During the fifteen years of the present management pupils from Proctor Academy have taken subsequent courses of study at Dartmouth and Harvard colleges, Harvard Divinity School, New Hampshire and Massachusetts agricultural colleges, the Leland Stanford, jr., University, University of California, Boston University Law School, Normal schools at Plymouth, N. H., Salem, Bridgewater, Worcester, Mass., and in New York, the New England Conservatory of Music, Burdett's Business College, and many other schools.

The record of Proctor Academy has demonstrated the wisdom of its founders and commends it as worthy of the confidence and patronage of friends of education and progress. It holds an honorable position beside other institutions of its kind in the old Granite State.

#### THE COLBY ACADEMY.

[Authorized.]

The Colby Academy, situated on New London hill, in Merrimack County, is 30 miles northwest of Concord, and 90 miles north of Boston. It is reached by daily stages from Potter Place, distant 8 miles on the Concord Division, Boston and Maine Railroad, and from Bradford, distant 12 miles, on the Claremont branch. New London hill is encircled by Sunapee, Ascutney, Cardigan, Ragged, and Kearsarge mountains, within whose inclosure are located many charming bodies of water, among which is the famous Lake Sunapee. An altitude of 1,350 feet gives this region a dry, cool, and invigorating air.

In this beautiful and healthful locality, on the 27th day of August, 1853, this school was opened under the charter of The New London Academy, approved July 4, 1837. By legislative enactment the charter name was subsequently changed to The New London Literary and Scientific Institution, and July 15, 1878, the name was again changed to The Colby Academy. The first principal was George W. Gardner,



B. A., then a recent graduate of Dartmouth, now Rev. Dr. George W. Gardner, well-known as a prominent minister and educator in New England and the West. The school was large, the first term numbering 120; the second term of the second year numbering 210; the third year, 215.

During the year 1856-57 the first endowment fund of \$25,000 was raised under the efficient agency of Rev. W. H. Eaton. The second fund, \$100,000, for building and other purposes, was raised under the same agency in the year 1868-69. This fund is mainly represented now in the extensive grounds and the stately and beautiful new academy building and boarding-hall. The third fund—the centennial—was raised in the year 1876, under the agency of Mr. T. E. Balch, which is now permanently invested, and amounts to \$86,000. This was one of the few among the many centennial efforts of like character which became a success. Toward this permanent endowment fund Mrs. Susan F. Colgate, daughter of ex-Governor Colby, through her husband, James B. Colgate, gave the munificent sum of \$35,000. At about this time the corporate name of the Institution was changed to Colby Academy, in honor of the man who personally, and through his family, had done more than any other to achieve the success of the school—Hon. Anthony Colby.

The school has continued in its vigorous and successful work thirty-eight years, and the men and women who have received their education here, in whole or in part, are to be found in every high and honorable calling the world over.

The official administration of the school during these years has been as follows:

George W. Gardner, D. D., from 1853 to 1861, eight years; George B. Gow, D. D., from 1861 to 1864, three years; Artemus W. Sawyer, D. D., from 1864 to 1869, five years; Horace M. Willard, A. M., from 1870 to 1872, one and one-half years; Laban E. Warren, A. M., from 1872 to 1875, three years; A. H. Lane, A. M., from 1875 to 1876, one year; J. F. Morton, A. M., from 1876 to 1878, two years; Elias J. McEwan, A. M., from 1878 to 1880, two years; James P. Dixon, A. M., from 1880 to 1890, ten years; Albert L. Blair, A. M., from 1890 to 1891, one year; Samuel C. Johnston, A. M., 1891.

Of the many efficient teachers who have been connected with the institution as deserving of special mention on account of the length and character of their service are Prof. Ephraim Knight, who occupied the chair of mathematics during the first twenty years with great ability; Prof. Frank J. Peaslee, a fit successor for eleven years, and who did particularly good work in the line of the natural sciences; Miss Mary J. Prescott, the first lady principal of the school, who became the wife of Rev. Dr. Lucian Hayden during his pastorate here; Miss Harriet E. Rice, the second lady principal, who left her position here for a long and successful service in Burmah as the wife of Rev.

C. H. Carpenter, and who is still holding up the standard of the Cross which fell from her husband's dying hands in Japan; and Miss Adelaide L. Smiley, now principal of Moulton College for Women in Toronto, who made an honorable record of fourteen years of service here as lady principal.

The large and commodious academy building and ladies' boarding hall was erected in 1870, and is one of the most complete and beautiful educational buildings in New England. It stands in a campus of 20 acres. The school has large cabinets, well selected apparatus, and a library of 3,000 volumes. The academy is enjoying renewed prosperity under its present management. Over 100 students from all parts of the country are now in attendance. It has a large and influential body of alumni, with an association in Boston of which ex-Governor J. Q. A. Brackett is president. By recent changes in the charter, the alumni now have a large representation in the board of trustees.

#### PINKERTON ACADEMY, DERRY, N. H.

By G. W. BINGHAM, A. M., *Principal*.

Among the men who exerted a commanding influence in the beginnings of Londonderry, N. H., was John Pinkerton, a Scotchman, who, for principle's sake, made a temporary home in the north of Ireland during the stormy times that followed the battle of the Boyne, and migrated thence to America in 1738, settling in that part of Londonderry which now constitutes the town of Derry. His two sons, John and James, united the prudence, courage, and stability of the old country with the enterprise of the new, and achieved a business success which was remarkable for the time. For fifty years they were leading merchants of the region, and besides accumulating a handsome competency, became distinguished by their business integrity, strict religious principles, and deep interest in education.

In the year 1793 a classical high school was established in the eastern part of the town, under charge of Rev. Zephaniah S. Moore, D. D., who afterwards became successively a professor in Dartmouth College, president of Williams College, and president of Amherst College. Under the principalship of Dr. Moore and several successors the school was maintained for twenty years by a combination of district tax, moderate tuition, and voluntary contributions. Near the close of this period a new building was erected for the accommodation of the school. On the completion of the building, Rev. Edward L. Parker, pastor of the First Church, in conversation with his elder, John Pinkerton, who had constantly encouraged the enterprise by liberal contributions, suggested the importance of placing the school on a permanent basis. The suggestion was good seed cast into fruitful soil. The elder and his brother James consulted, and, with characteristic promptness, gave \$14,500, afterwards increased to \$16,000, as

permanent funds, and in June of the same year, 1814, obtained from the State legislature an act incorporating the school under the name of Pinkerton Academy.

The funds were given "for the purpose of promoting piety and virtue and for the education of youth in such of the liberal arts and sciences and languages as the trustees hereinafter provided shall direct." With its modest endowment, thus dedicated to the promotion of piety and learning, Pinkerton Academy performed its work faithfully for seventy years, during which time it gave to thousands of young people the impulse which led to usefulness and, in many cases, to distinction.

In 1881 the school received a reendowment in the sum of \$202,000, by bequest of John Morrison Pinkerton, of Boston, son of Deacon James Pinkerton above named. He was born in Derry, February 6, 1818, prepared for college at Pinkerton Academy, graduated at Yale in 1841, and, after teaching two years in Virginia, became a student in the Harvard Law School and then in the office of William Gray, until his admission to the Suffolk, Mass., bar in 1846. Throughout an active and successful legal career of thirty-five years in Boston, Mr. Pinkerton's life was a constant illustration of the power and value of the Christian religion. Immediately on his admission to the bar he united with the Mount Vernon Congregational Church, under the pastorate of Rev. Edward N. Kirk, D. D., and was, to the day of his death in 1881, an earnest, active member, who "made religion of his business and business of his religion." For many years he was an office bearer in the church, vice-president of the "College and Education Society," and president of the board of trustees of Pinkerton Academy. During the later years of his life his gifts to benevolent objects exceeded one-third of his net income.

By the terms of Mr. Pinkerton's will his munificent bequest was not to become available for school purposes until a sum should have accumulated from the yearly income sufficient for the erection of a new building adequate to the requirements of the school "in the new era of its enlarged usefulness." This point had been so nearly reached in September, 1885, that the trustees then began the work, and in two years, at an outlay of about \$50,000, completed an edifice which is remarkable for its combination of usefulness and beauty. It is built of brick, with red sand-stone trimmings, and ornamental terra cotta belts on the two circular fronts. It has a frontage of 101 feet with a depth of 77 feet, and consists of two stories and a basement. In the center of the front is a tower 16 feet square and 125 feet high.

Leading up a flight of granite steps under a carved arch of Connecticut sandstone is the main entrance. This arch rests on richly carved capitals supported by sandstone columns. The vestibule has a tiled floor 7 by 12 feet and opens through two massive hard-wood

doors to the main hallway. Over these doors, on a capstone, is carved in Gothic letters—

1814. PINKERTON ACADEMY. 1887.

In the tower is a clock of the Stevens make, and a fine mellow-toned bell of 1,530 pounds from the McShane foundry.

The main hallway is 12 by 36 feet, and is intercepted by a corridor running across the building at right angles. On the right is the library room, on the left the principal's room, and on the east and west wings are recitation rooms; on the north is the study room. Occupying the center of the main building on the second floor is the assembly hall, 46 by 72 feet. Besides the assembly hall there are on this floor two rooms, each 25 by 33 feet, and two smaller rooms, which are devoted to physical science and the music department. The basement contains, on the west, toilet and wardrobe apartments for boys, janitor's room, boiler room, and boys' gymnasium; on the east, toilet and wardrobe apartments and play room for girls. The plumbing and sanitary apparatus are of modern design, and water is furnished in abundant supply and force from the Derry Water Works. A system of steam heating is employed by means of the Carmane apparatus, which includes an excellent device for ventilation. Open fires in all the rooms, besides adding cheerfulness, supplement a system of ventilation which scarcely needs improvement. Each school room has a dial connected by an electric wire with the clock in the tower.

The assembly hall, where the session of each day opens with devotional exercises, and where all the students gather every day for drill in calisthenics, has a Steinway piano upon the capacious platform, and is seated with opera chairs of modern design, which combine several unique and practical conveniences.

There is a fair amount of new apparatus for illustrating physical sciences, and the music department is furnished with three pianos, musical charts, and all needed appliances.

There is a good working library, which is being increased by the addition of books most useful in school work, at an annual outlay of \$500.

The academy buildings, new and old, stand on a commanding eminence, in the midst of pleasant grounds that furnish ample room for tennis, football, and other outdoor sports. In another part of the village is Hildreth Hall, a commodious boarding house belonging to the institution, where two of the teachers and a part of the students have their home.

Derry is 42 miles northwest from Boston, is remarkably healthful, is lighted by electricity, has a system of waterworks, and is connected by concrete sidewalk with the Boston and Maine Railway station at Derry Depot, 1 mile from the academy.

Under the new conditions consequent upon the enlarged facilities

offered, the attendance has increased and the teaching force has more than doubled. The work of instruction is now done by six teachers, all specialists of wide and successful experience. The school is maintained at an annual outlay of \$10,000 to \$12,000. The charge for tuition is \$18 per year, and this is remitted in the case of indigent students whose record is exceptionally high.

The student may now choose between three courses of study: The classical, which prepares for college; the English, which seeks to give a good preparation for the ordinary business of life; and the academic, which includes Latin and modern languages, emphasizes the study of English literature, and gives a very full preparation for the technical school or the Latin scientific course in colleges. In all the courses, each of which requires four years for its completion, much attention is paid to composition, and one constant aim is to teach the vigorous and graceful use of the English language.

Admission to either course is gained only by passing a successful examination in political geography, English grammar, United States history, reading, spelling, penmanship, and arithmetic.

During the last four years, graduates of Pinkerton Academy have been admitted to Harvard University, Wellesley College, Dartmouth, Amherst, and Trinity, the Massachusetts Institute of Technology, Boston University, and Columbia University. One of these students won the distinction of being the best extemporaneous speaker in his university; another, a young lady of the class of 1890, won the Boston Herald first prize of \$600 for excellence in composition, the competition being open to members of graduating classes in all the academies and high schools in Maine, New Hampshire, and Massachusetts.

The attendance is now over 100, and is steadily increasing. It consists of boys and girls in about equal numbers. A large proportion are pursuing regular courses of study and are looking forward to college life.

The charter of Pinkerton Academy committed its supervision to nine trustees with power to fill vacancies occurring in their number. This body has included some of the most eminent men in New England and has been presided over by the following gentlemen successively: James Pinkerton, one of the founders above mentioned; Rev. Edward L. Parker; Rev. Daniel Dana, D. D., afterwards president of Dartmouth College; Hon. William M. Richardson, long chief justice of the supreme court of New Hampshire; Rev. John H. Church, D. D.; John Porter; Samuel H. Taylor, LL. D., so long principal of Phillips Andover Academy; John M. Pinkerton, to whose munificence the academy and the cause of education are so greatly indebted, and the present incumbent, Rev. Ebenezer G. Parsons, who, since 1881, during a period of important changes, has given time unstintedly to the interests of the school, and by his wise counsel and efficiency has contributed greatly to its success. That the administration of the

gentlemen who now constitute the board of trustees has been wise and capable is attested by the prosperous condition of the school and by the fact that its funds, notwithstanding the large outlays since 1885, have a greater market value than when first received.

The office of principal was filled during the first seventy years of the academy's history by able educators, several of whom achieved distinction here and in other fields. Of these, Abel F. Hildreth, A. M., had the longest period of service and did most to give the school its early character and influence. He was a man of scholarly attainments, cultivated taste, and great teaching power. He was in charge twenty-seven years, from 1819 to 1846, and many now living remember him as a wise teacher, a Christian gentleman, a generous host, and a constant friend.

The present principal, G. W. Bingham, A. M., was called to the position in 1885, and has the satisfaction of working with the hearty cooperation of able, enthusiastic associates, while the school is coming forward into a new career of wider usefulness.

#### KIMBALL UNION ACADEMY, MERIDEN, N. H.

By REV. EDGAR T. FARRILL, *of the Board of Trustees.*

It was at a time when the young Republic of America was struggling to rise out of the depressing influences attendant upon a long-continued and destructive warfare that a young man named John Foord set out from his home in Lebanon, N. H., where his father was deacon in the Congregational Church, to seek in the north of England or Scotland a popular educational institution offering gratuitous instruction to candidates for the Christian ministry in indigent circumstances.

The standard of preliminary preparation for entrance to this new seminary was very low, only a fair common-school training, with a partial course of studies of four years. Mr. Foord was greatly pleased with his foreign school, and sought to communicate somewhat of his enthusiasm over it to his friends at home, urging the formation of a similar institution in his own country, giving encouragement that substantial aid would be forthcoming from England and Scotland.

About this time, with a population of 7,000,000, the American nation was entering upon an era of marked prosperity. A deep taint of French infidelity, however, introduced by the late war, was becoming widespread and alarming. Good men were everywhere aroused to raise up in opposition a standard of righteousness and truth; to marshal and send forth an evangelical and educated ministry.

The demand far exceeded the supply. This state of affairs and the proposition of young Foord came together providentially. Two important ecclesiastical councils were called by the churches in New

Hampshire and Vermont to take into consideration the establishment of a theological seminary on the basis of the one mentioned above.

Unanimity was not present at either gathering, and the council was enlarged to embrace the leading churches of New England. This council met at Windsor, Vt., October 21, 1812. Looking over the roll of delegates one reads such names as these: President Dwight, of Yale College; Professors Porter, Woods, and Stuart, of Andover Theological Seminary; and Professors Moore, Adams, Shurtleff, of Dartmouth College, and many others. President Dwight argued eloquently and convincingly upon the crying need of a liberally educated ministry for the present and future welfare of the churches and the country, deprecating the establishment of schools with a partial and limited course of studies, even though the supply of ministers might thereby be increased. The views of the learned divine met the approval of all, but instead of a theological seminary a constitution was worked up and adopted. It is embraced, essentially, in the present charter of the school, whose object as an academy rather than a seminary is thus set forth: "To assist in the education of poor and pious young men for the Gospel ministry, and such others as may be admitted by the trustees, subject to pay tuition." None could become beneficiaries under this plan save those who signified their intention to prosecute fully both college and theological studies.

Inasmuch as the united churches of New England agreed upon this arrangement, the council gave to the new project the name Union Academy. The next thing to be considered was its location. Finally it was determined to found it in that place, other things being equal, which should offer the largest benefactions. Woodstock, Vt., Oxford, N. H., with certain other places, made generous offers; but a venerable man with impressive presence arose in the assembly and declared that inasmuch as God had blessed him with an ample fortune, and that inasmuch as he had no natural heir to inherit it, and as he believed the hand of God was directing this movement the brethren convened were instrumental in starting, he was willing to pledge the enterprise \$6,000 for immediate use, and the bulk of his property at his decease. This noble-hearted man was the Hon. Daniel Kimball, of Meriden, N. H. The munificent offer was accepted with expressions of sincere gratitude. The site of the Union Academy was now determined to be at Meriden, where it has steadily maintained its position to the present hour. Five years later, in 1817, Daniel Kimball passed away from earth, the academy came into possession of his estate, and received its full name, Kimball Union Academy.

Its charter of incorporation was issued in 1813. The first academy building was dedicated January 9, 1815. Seven pupils constituted the school when it opened on the following day, January 10.

Otis Hutchins, A. M., a graduate of Dartmouth College, class of 1804, was its first principal. His administration extended from 1815 to 1819.

John L. Parkhurst, a graduate of Brown University, was elected the second principal. From this time until 1822 the school was greatly embarrassed by the difficulty the trustees experienced in bringing to a final settlement with the executor the estate of Mr. Kimball, which he in fulfillment of his promise had bequeathed to the institution. An adjustment was reached in 1822.

The securing beyond a peradventure of \$32,000 from Mr. Kimball's estate gave new life and an inspiration to the school.

Early in the year 1822 Israel Newell, A. M., of Durham, Me., a graduate of Bowdoin College, and a student for one year at Andover Theological Seminary, was chosen the third principal.

Two years later, in the autumn of 1824, the friends of the academy were called upon to face another trial in the loss of the school building by fire. But this was not all; a valuable library was also consumed. The next year, however, saw a second structure rising in the place of the first. This is the wing of the present main building. Mr. Newell brought the institution to a leading place among academies. There was associated with him in the accomplishment of this end Rev. Charles Shedd, A. M., a graduate of Dartmouth College. These two men, the former for a period of thirteen years and the latter for a term of eight years, did a grand work. The number of pupils up to this time averaged about 100. Mr. Newell's salary was only \$600, yet at no time did the amount of tuition fees equal the salary; but many very superior and some very distinguished men were graduated during this period.

On commencement day at Dartmouth College, in August of 1835, a new principal, the fourth, was selected from the graduating class. He was from Hartford, Vt., and his name—one ever to be spoken with praise—was Cyrus S. Richards. Four years before he was graduated from Kimball Union Academy under Mr. Newell's training. A crisis seems to have been reached at this time and to have been successfully passed. It was deemed of the utmost importance to make marked changes, particularly to raise the standard of preparation for college, in order that the academy might keep in line with the best fitting schools of New England.

About the year 1839 occurred another and a most important change in connection with the life of the school. Madam Kimball, widow of Hon. Daniel Kimball, had bequeathed \$10,000 to found a female seminary in the same village with, but apart from, the male seminary. After building material had been deposited at the chosen site of the new institution, less than a quarter of a mile west of the academy, a proposition, favored by many connected with the old school and a large number outside, was made to unite the two, erect as a main building the new structure, and make the female school a department of the Kimball Union Academy already existing, both to be under the same board of trustees and principal. A larger building was necessary just at this time owing to the greatly increased patronage under



the new régime. The proposition was finally carried, and the cornerstone of the new edifice, now the main building, was laid May 8, 1839. It was in 1840 that the regularly organized female department went into operation, and it was put under the care of Miss Martha Gills as the first preceptress. There were now three courses of study of three years each, besides a prescribed preparatory course, classical, classical literary, and English. The patronage of the school rapidly increased, its fame went abroad, and its pupils came from every State in the Union and from the Canadas as well, until 300 were registered from term to term.

The primal object of the institution, as already referred to—to assist and to encourage Christian young men in indigent circumstances and of promising talents who were preparing for the ministry—drew together from the middle and laboring classes, quite largely from old Puritan stock, young men used to aiding themselves, accustomed to economy, thrift, and industry. No other academy or institution of education in the land, probably, ever had so many of this class, forming in their Christian character and aims so powerful an influence for high moral development. To this largely may be traced the pure tone of the school life, its marked religious character, and the many revivals of religion which have occurred there during its entire history.

Mr. Richards's principalship lasted thirty-six years, broken only once by an absence of one term in 1847.

A graduate of the University of Vermont, Rev. J. E. Goodrich, A. M., of Burlington, Vt., was the man to follow Mr. Richards as the fifth principal in 1871. After one year he resigned to accept a position offered him by his alma mater. He was followed by Rev. A. L. Austin, A. M., a graduate of Middlebury College, Middlebury, Vt., in 1872.

Mr. George. J. Cummings, A. M., an alumnus of both Kimball Union Academy and Dartmouth College, and with the experience of assistant teacher under his predecessors, became the seventh principal in 1875.

Marshall R. Gaines, A. M., was the successor to Mr. Cummings, who was summoned to the head of Howard University, at Washington, D. C.

Mr. Gaines was followed by David G. Miller, A. M., a Dartmouth graduate of 1883.

The present principal is W. H. Cummings, A. M., also a son of old Dartmouth. Miss Mary S. Prentiss, long connected with the academy as pupil and teacher, is the honored preceptress.

Besides the large number of nongraduates 1,750 have been graduated, and of these 540 were graduated from Dartmouth College, 252 from other colleges, and 451 from professional schools; 333 became clergymen, 26 foreign missionaries, 211 physicians, 313 lawyers, 36

editors, 431 teachers, 7 college presidents, 34 professors in colleges or in professional schools, 4 members of Congress, and 3 judges of higher courts.

Three-quarters of a century of history has already been recorded and still the work goes on, and it advances to-day under brightening prospects as renewing her vigorous life the grand old academy pushes out along new and broader ways, inspired under the providence of God with the fresh, generous spirit of these later days. Fitting thoroughly for college, for business, or giving cultivation to successfully pursue the common walks of life, it offers the preparatory course, classical course, English course, English-Latin course, and special course; it employs the best teachers it can secure and makes use of the best text-books it can find.

There are a number of scholarships and other aids to those pupils who are deemed needy and worthy of assistance. The academy has a good-sized library. Two literary societies are doing a good work, and, as would be expected of this school, a strong Christian Endeavor Society makes its influence felt on the side of good Christian living.

The numbers in the academy are increasing. Many hearts are praying while many minds are planning, and many hands are working to make the institution of sound Christian learning of the past a school of the present and the future, honored of men and blessed of God.

NEW HAMPSHIRE CONFERENCE SEMINARY AND FEMALE COLLEGE,  
TILTON, N. H.

This institution opened its halls for students in Northfield, N. H., September 3, 1845. The following persons have held the presidency of the institution: J. Augustus Adams, A. B., 1845-46; Rev. R. S. Rust, D. D., 1846-1850; Rev. J. E. Latimer, D. D., 1850-1854; Rev. C. S. Harrington, D. D., 1854-1860; Rev. C. W. Cushing, D. D., 1860-61; Rev. R. M. Manly, A. M., 1861-1863; Rev. Henry Lummis, D. D., 1863-1865; Rev. L. D. Barrows, D. D., 1865-1871; Rev. J. B. Robinson, A. M., 1871-1877; Rev. L. D. Barrows, D. D., 1877-78; Rev. S. E. Quimby, A. M., 1878-1885; Rev. D. C. Knowles, D. D., 1885-1891; Rev. Jesse M. Durrell, 1891-. The faculty at the date of writing, December, 1891, consists of the president and eleven assistants.

The first edifice erected was 70 by 40 feet, built of brick, and located in Northfield. In 1858 two wings were added to this building, making a large, convenient, and imposing structure. In 1862 this building was burned to the ground, and the school was for a time greatly crippled for lack of accommodations.

By a special act of the legislature the site was then changed to the present location in Tilton. Three buildings were erected. The one on the west was occupied by ladies, with dining room and kitchen

attached; the center building was devoted to cabinet, chapel, and recitation rooms, and the east building to gentlemen.

In 1887 the present edifice was built, and is one of the most complete school buildings in New England. It is two-and-a-half stories high, with a large hall and four elegant society rooms in the upper story. The rooms for students are on the first and second floors, together with the recitation rooms. These rooms are large, airy, and well ventilated. The building is heated throughout with steam and furnished with an abundance of pure water, with all modern conveniences, such as bathrooms, closets, etc. Special attention has been given to have the drainage perfect. The building, as furnished, is worth \$100,000, and is free from debt. This noble structure stands on an elevation overlooking the village and only about 300 yards from the depot. The scenery is unsurpassed in loveliness. The windings of the Winnepesaukee River, the cone-like form of Mount Kearsarge, the variegated hillside and valley, complete a picture of rare beauty.

Tilton, the seat of the institution, is located on the Concord and Montreal Railroad, White Mountain Division, 18 miles north of Concord. It is in the central part of the State, easy of access, and three hours distant from Boston. In healthfulness the situation can not be surpassed; pure water and bracing air leave little to be desired in this respect. Concrete walks stretch in every direction. By the liberality and taste of Mr. Charles Tilton and other citizens, statuary adorns every public square, and a system of pleasant drives adds to the attractiveness of the place.

The public park and the island, both beautiful resorts, are free to all. Tilton's Memorial Arch, situated a short distance from the seminary, has been called by Bishop Foster "the most European thing on this continent." Tilton contains about 2,000 inhabitants.

In 1852 the institution was chartered as a female college, with power to confer certain degrees on lady graduates. The institution therefore combines the prerogatives of a female college with those of an ordinary preparatory school.

The courses of study are twelve. The classical and the belles-lettres are for ladies, requiring six and five years respectively; graduates from the former course receive the degree, Mistress of Liberal Arts, and those from the latter receive the degree, Mistress of English Literature. The college preparatory and the Latin scientific courses require four years each; the medical preparatory, legal preparatory, English scientific, and industrial science departments require three years each; the commercial is a one year course; the courses in instrumental and vocal music are four years each; the art course requires three years, and the course in elocution extends through two years. Diplomas are conferred upon graduates of each department.

Admission to any of the regular courses is obtained by examination in the studies preparatory to the course, or by furnishing satisfac-

tory proof that the preliminary work has been done; the same evidence of proficiency is also required of candidates for advanced standing. All the preparatory studies are taught in the institution, affording an opportunity to make up deficiencies. Pupils are promoted in the courses in each separate study from term to term and not by the year, so that they are credited for the work actually performed. Those not in regular courses can enter without examination such classes as are adapted to their attainments, and pains is taken to form classes for their accommodation. Applicants for admission must be 14 years of age, and all students must promise to refrain from the use of tobacco during term time as long as they remain in the school.

The institution has a large, valuable, and beautifully arranged cabinet of shells, minerals, and fossils, together with various other specimens appropriate to the illustration of geology and natural history; also globes for astronomy and geography, and skeleton and charts for physiology. New additions are being made each year to the apparatus used in the illustration of physics, and a physical laboratory fitted for practical work, including the department of microscopy, afford students ample opportunity to conduct experiments under the direction of competent instructors. A new chemical laboratory meets the increasing demand for facilities in chemical work. In addition to a full equipment for the teacher, tables have been fitted up with every modern convenience for 26 pupils in experimental chemistry. The room is  $23\frac{1}{2}$  by  $31\frac{1}{2}$  feet. It has excellent drainage, good ventilation, is light and airy, and is heated by steam.

The government of the institution seeks by its peculiar discipline and its social customs to cultivate diligence, morality, and religion. Habits of punctuality are encouraged. The boarding pupils are placed under the immediate and personal care of the faculty, and those who room elsewhere are held strictly amenable to the laws of the school. The severity of discipline is relieved by the social life of the seminary, which aims to maintain all the essential characteristics of a well-regulated Christian home. The teachers and boarders meet at the family table, and also enjoy social gatherings in the drawing room from time to time, when conversation, music, and quiet parlor games enliven the occasion. The plan of coeducation and free association of ladies and gentlemen upon the campus out of study hours during the day tends to the development of easy society manners, and has proved a success in this institution. The system is calculated to promote sentiments of etiquette and honor. Those pupils who can not learn how to use these privileges are either deprived of them or sent away from the school. Social life among the students is also cultivated by four literary societies. There are two well-conducted literary societies for gentlemen—the “V. A. S.” and the “United Panoplian;” and in the female college, two for the ladies—the “Ladies

Literary" and the "Sapphonian." Each society has a large hall set apart for its use.

This institution, while not sectarian, is decidedly a religious school, holding that a Christian nation can not afford to ignore the most important element in the education of its youth. The president, as Ladd professor, is especially charged with the responsibility of the moral and religious culture of the pupils. Not only are pupils required to attend divine service on the Sabbath, but evening prayers are held in the dining hall, with the boarders, and morning prayers in the chapel, at which every student is required to be present. The chapel service consists of reading, singing, and prayer, usually followed by a brief, practical lecture by the president on some phase of life and duty. These familiar talks are given for the purpose of stimulating the purest ambitions, strengthening the character, and exalting the ideals of life. Every subject affecting the human character is thus presented from time to time in these daily chapel talks. In this manner book learning is supplemented by practical lessons from real life.

#### NEW HAMPTON LITERARY INSTITUTION, NEW HAMPTON, N. H.

(Authorized.)

During the early part of the present century an increasing interest in educational affairs was manifest in various sections of the New England States. The public schools were of a low grade, and it became quite popular for men who were ambitious to perpetuate their names to establish academies in their native towns for the benefit of their fellow-men.

Mr. John K. Simpson, a native of New Hampton, but at that time a successful merchant in Boston, first proposed that an academy should be established at New Hampton, and promised liberal aid in erecting a building.

The school was finally opened as "New Hampton Academy," under the instruction of Mr. George Richardson, September 17, 1821, in a wooden building, 24 by 32 feet, furnished with plain, unpainted seats and benches, and heated from an open fireplace. It contained no library, no blackboards, no philosophical apparatus.

At first the academy was little in advance of the common school. Few of the pupils had mastered more than the rudiments of an English education. There were four terms a year, of twelve weeks each. All the pupils remained in the schoolroom six hours daily, and the green hide was the last resort in enforcing discipline.

In 1825 the Baptists assumed control of the school, with the "right to appoint half the trustees, besides the principal, who should be president of the board."

Thus, under an amended charter, the school passed into the hands of the Baptist denomination, and became known as "*The Academical and Theological Institution*," with Rev. B. F. Farnsworth as principal.

In 1826 a new building was added for recitation rooms, and in 1829 a large brick block of three stories was erected for dormitories.

During the last-named year (1829) a theological department was opened in connection with the institution, which for twenty-three years had an average attendance of about 25. During the same year the female department was established at the village about a mile away, and Miss Martha Hazeltine was appointed preceptress.

Under the new management the school rapidly improved in the extent and thoroughness of its course of study, and was liberally patronized; but the death of Mr. Simpson, in 1837, and the financial disturbances of that year put an end to the plans which had been formed for the future enlargement and improvement of the institution. From 1837 to 1852 there was very little change in the condition and prospects of the school. The attendance was large, and the teachers were very successful in maintaining the credit and popularity of the school; but financial embarrassments, which for a long time had been a source of difficulty, at last compelled the trustees to consent to the removal of the institution to Fairfax, Vt.

More than thirty years the school had been in successful operation, and the people in the vicinity could not bear the thought that the school buildings should decay and go to ruin, or that they should be used for any other purpose. An effort, therefore, was made to organize another institution of learning to take the place of the one which had been removed.

This took the form of an application to the Free-Will Baptists to come in and occupy the abandoned location. A new charter was obtained, under the name of "New Hampshire Literary and Biblical Institution," January 5, 1853, and the corporation was organized twenty days later. It was decided that both departments should be located at the village; that there should be separate dormitories; but that ladies and gentlemen should recite together in their classes.

The library belonging to the ladies' literary society, the cabinet, the philosophical apparatus, and the chapel bell were removed to Vermont. The libraries of the Literary Adelphi and the Social Fraternity remained in New Hampshire, in accordance with the votes of their members. The remainder of the school property passed into the hands of the new corporation by purchase. Col. Rufus G. Lewis was largely instrumental in effecting the reorganization, contributing liberally both time and money for that purpose. The female department was opened April, 1853, with Mrs. C. P. Stanton as preceptress. Three weeks later the male department opened, with Prof. Benjamin Stanton as principal. The school rapidly increased in numbers, so that the average aggregate attendance for the next five years was 735 annually.

In 1853 the old "Brick" at the center was taken down and the materials used in the erection of Randall Hall, a building designed for

dormitories and libraries, 100 feet long, 36 feet wide, and 3 stories high. Back of this a wooden building of two stories was erected as a boarding house for gentlemen; and at about the same time the building known as the "Lodge" was opened as a boarding house for ladies.

In 1858 the trustees purchased the building formerly owned by Miss Sleeper, now known as the "Center House," and used for self-boarding.

In 1859 the large building now used for a chapel and recitation rooms was erected, largely through the efforts of Rev. Silas Curtis.

In 1854 the Free-Will Baptist Biblical School was transferred to New Hampton from Whitestown, N. Y. This department, under the instruction of Rev. J. J. Butler, D. D., and Rev. John Fullonton, D. D., occupied a portion of Randall Hall, but was entirely distinct from the other departments of the school, being under the control of the Free-Will Baptist Education Society. In 1870 it was removed to Lewiston, Me., having had an average attendance of about 20 while located at New Hampton. The aggregate annual attendance in all the departments since the reorganization of the institution has been about 600.

The school is located in New Hampton village, near the geographical center of the State, and accessible daily from almost every part of New England. It is 7 miles from Ashland Station on the Concord and Montreal Railroad, 5 miles from Bristol on the Northern Railroad, and 13 miles from Center Harbor on Lake Winnepesaukee, amid beautiful scenery and a healthful climate. The buildings are neat and commodious. In addition to those mentioned above, the trustees have recently purchased the elegant mansion erected by Col. Rufus G. Lewis, the founder of the institution, for a ladies' boarding house.

In the school there are five regular courses of study: The English and classical, the classical, the English, the musical, and the commercial-college course. All these are open to both sexes, and those who complete them receive diplomas. The classical course includes the usual amount required for admission to college. French and German are taught by a lady who has spent some time in France and Germany. The natural sciences are taught according to the latest improved methods and the most important truths are illustrated by apparatus. There is a good cabinet of minerals and fossils. In the commercial college are taught penmanship, commercial law, book-keeping, political economy, and banking. The course is systematic, practical, and thorough. Special attention is given to telegraphy, typewriting, and business correspondence.

Connected with the institution is a good reading room, and four libraries, containing about 4,000 volumes of well-selected books, to all of which students have access free of charge.

A large proportion of the students who have attended the institution have been compelled to support themselves by their own exertions, and it has been the constant aim of the trustees to furnish the

best facilities for obtaining an education with the least possible expense.

The school is organized on the modern plan of most similar institutions, with two departments, embracing both sexes under the same general government and instruction.

A board of 36 trustees, two-thirds of whom must be members of Freewill Baptist churches, exercises a general control and supervision of the affairs of the institution; but the practical management, for the most part, devolves upon the executive committee, consisting of 5 members, usually residents of the vicinity.

The government of the students is intrusted to the faculty, consisting of the salaried teachers. The discipline is mild, but firm and decided. There are 9 teachers connected with the institution, 6 gentlemen and 3 ladies.

From the reorganization of the school in 1853 to 1868 there were frequent changes in the faculty. During those fifteen years there were 8 different principals, but the present principal has had charge of the school during the past twenty-three years.

The school has an endowment of about \$12,000. The value of school buildings, libraries, cabinet, apparatus, and grounds is estimated at about \$30,000. They could not be replaced, however, for a much larger amount.

The trustees consider the school in as good condition and as worthy of patronage as it has ever been, and it will be their constant endeavor to advance with the progressive spirit of the age.

#### ST. PAUL'S SCHOOL, CONCORD, N. H.

By Rev. EDWARD M. PARKER, M. A., *Assistant Master.*

On the 29th of June, 1855, Gov. Ralph Metcalf signed the act of incorporation granted by the New Hampshire legislature, in virtue of which St. Paul's School came into existence. The charter empowers the corporation thus formed to add to their numbers by the election of new members and to hold property to the amount of \$100,000, in trust, for the maintenance of a school for boys in the city of Concord. By a subsequent act of the legislature, passed in 1873, the sum mentioned was increased to \$500,000. On September 5, 1855, the trustees thus incorporated held their first meeting, elected the Right Rev. Carlton Chase, D. D., bishop of New Hampshire, as their president, and accepted a deed of gift made to them by George C. Shattuck, M. D., of Boston, Mass. This gift was made on three conditions:

First. That the property thus given should never be mortgaged or pledged for a debt or loan.

Second. That every trustee should be a communicant of the Protestant Episcopal Church in the United States of America.

Third. That the religious education of the scholars at the school



should always be in conformity with the doctrines, discipline, and worship of the Protestant Episcopal Church.

The trustees accepted the gift offered on these conditions, and passed by-laws which arranged for the careful observance of them in their own organization and actions. Since that date additions have been made to the school's domain by gift or by purchase, but so large a number of the buildings of the institution stand on the land originally granted on these conditions by the founder, Dr. Shattuck, that the religious character of the work and the institution is abundantly safeguarded by the deed of gift.

The purpose of the founder was to establish an institution which should endeavor to educate boys by careful attention to mental, physical, and religious moral training. Mental discipline was not to cause neglect of careful bodily exercise, and moral improvement was to be rooted on systematic and thorough religious instruction. It has been the earnest endeavor of those in authority to carry out this scheme of education, and the ideal of St. Paul's is well shown by the grouping of schoolhouse, chapel, and gymnasium at the center of the school village.

The words of Dr. Shattuck in his deed of gift are: "The founder is desirous of endowing a school of the highest class for boys, in which they may obtain an education which shall fit them either for college or business, including thorough intellectual training in the various branches of learning; gymnastic and manly exercises adapted to preserve health and strengthen the physical condition; such æsthetic culture and accomplishments as shall tend to refine the manners and elevate the taste, together with careful moral and religious instruction."

At a meeting of the corporation held January 13, 1856, the Rev. Henry Augustus Coit, M. A., was chosen "rector"—the title selected as the official designation of the head of the school—and on April 3, 1856, Mr. and Mrs. Coit, with the three original boys of St. Paul's, began the school's life in the building standing on the founder's grant.

St. Paul's School is situated in the city of Concord, about 2 miles to the west of the State house, on the lands which border the Little Turkey River, where it expands so as to form a small mill pond. From very early colonial days a dam with a grist and saw mill existed on the spot, and, somewhere in the neighborhood of the pretty school village now nestling in the valley, there was a substantial "garrison house" for the protection of the settlers in this outlying part of the township. In 1855 there stood on the property two mills, a house for the miller, a farmhouse and barn for the school farmer, and a two-storied building for the accommodation of the rector and the scholars. Since that day the growth has been continuous and steady. Dr. Coit is now assisted by a staff of 27 masters, including graduates of colleges in America, Germany, and England; the 3 scholars are replaced by 295, and the 1 two-storied building by 7 large brick or stone build-

ings and by 20 wooden buildings used for masters' houses or other school buildings; the farmhouse and barn for the one farmer finds its counterpart in the nine cottages rented from the school by the employees, and by the five large barns for horses, cattle, or pigs; the 53 acres have grown to be 600; a large reservoir, connected not only with private sources of supply but also with the city system of Long Pond, replaces the simple wells, and while the old sawmill has disappeared, a new one at the head of the pond has been purchased, and the old gristmill has been so altered that one hardly recognizes it in the neat wooden building which contains an excellent machine shop for the school mechanics, a laundry fitted with the best modern washing machinery, and an improved turbine wheel able to supply the motive power for both of them and for the dynamo by which the electric lights of the "big school room" are run.

In the old group of buildings it is impossible to find any equivalent for, or anticipation of, the gymnasium, the physical and chemical laboratory, mechanical workshop, smaller old chapel and large new chapel, gas house, racket and fives-courts building, playgrounds, tennis courts, cricket house, bicycle house, and boathouses on Long Pond, a beautiful sheet of water 2 miles away.

All this has been accomplished without the expenditure of 1 cent for advertising, and though the help that has been given toward the erection of the different buildings makes a large sum in the aggregate, there have been no large single gifts which would by themselves complete this or that much-needed addition to the school property, except in the case of the new chapel, where \$100,000 was raised by the united efforts of friends and alumni.

The history and condition of the school can be shown by giving a brief account of its growth in numbers, and telling of the additions made from time to time to the buildings of the institution; by describing the property now owned by the corporation and its helpfulness in the school maintenance and prosperity; by an account of its insufficient endowment; by speaking of courses of study now pursued, and, in conclusion, by trying to give some brief account of the principles of management, the traditions and esprit de corps, which make St. Paul's what it is, and have gained for it such an increase in property and numbers.

The following figures show the increase of the school: 1856, 11 boys; 1860, 6 masters and 43 boys; 1865, 7 masters and 61 boys; 1870, 9 masters and 100 boys; 1875, 13 masters and 182 boys; 1880, 17 masters and 227 boys; 1885, 21 masters and 280 boys; 1890, 27 masters, 14 of whom are alumni of St. Paul's, and 295 boys.

The school buildings, great and small, are 27 in number, exclusive of the lower school, of the barns and farm buildings, and of the cottages rented to employees. Of these 6 are of brick, 1 of stone, and the remainder of wood. They are irregularly grouped on the school

grounds, and in case of a fire, such as that which destroyed the original school building in 1878, the possibilities of an extensive conflagration are thus minimized.

The chief buildings are: The old chapel, built in 1858, enlarged in 1868 (brick); the "upper school," built in 1870 (stone); the rectory, built in 1872, enlarged in 1890 (wood); the "schoolhouse," with large schoolroom for 200 boys, offices, recitation rooms, and library room, built in 1873, enlarged in 1888 (brick); "the infirmary," built in 1877, enlarged in 1889 (wood); the gymnasium, built in 1878 to replace an older wooden building (brick); "the school," where about half the pupils live, built in 1880 to replace the building burnt in 1878 (brick); the racket and fives courts, built in 1882 (wood); the new chapel, erected by the alumni in 1888 (brick, faced with brown stone); the physical and chemical laboratory, built in 1889 (brick); the mechanical workshop, built in 1888 (wood); the new "lower school," to replace the present wooden building and to provide sleeping quarters, dining room, schoolroom, and recitation rooms for 100 boys (brick).

There is a large turfed playground for cricket, football, and tennis courts, with an excellent cinder track for "track athletics," and on Long Pond are two boathouses, well supplied with excellent rowing boats.

St. Paul's has only a very moderate endowment, of \$128,348.77, distributed under the following heads. The expenses of all sorts are met by the current income, which has also been largely used for the erection of buildings and the grading and improvement of the school grounds. There are no debts. The farm supplies excellent milk, and vegetables to a certain extent, but the land owned by St. Paul's is not of such a character as to produce any income.

Scholarship funds .....	\$49,756.91
Repair fund .....	5,583.84
General endowment funds .....	46,809.86
Chapel maintenance fund .....	26,075.00
English composition prize fund .....	123.86

There is an entrance fee of \$25 when a boy's name is put on the list of applicants for a vacancy, and the yearly expenses are \$500. There are no extras except for instrumental music.

The course of study has been varied from year to year to suit the subjects required for entrance to the leading American colleges. St. Paul's is a preparatory school for no particular college, but the class work is arranged to prepare a boy for any good college or scientific school. By far the larger part of the school take the classical course, the three chief studies of which are Latin, Greek, and mathematics, but there is a smaller number who replace Greek by physics, chemistry, and additional mathematics, and form the scientific department.

The school is divided into six "forms," of which the sixth is the

highest. Latin and arithmetic are begun in the first form and Greek is added in the third. The division into classical and scientific sections begins with the fourth form, and at the end of that year boys are prepared for the "preliminary" entrance examinations of the colleges and, in some cases, for those of the scientific schools. The fifth form completes the work necessary for the beginning of the college freshman year, and the sixth pursues the studies taken up by the freshmen in the colleges.

The position of a boy in the school is generally determined by his proficiency in Latin, mathematics, and Greek or natural science, but English, history, geography, drawing, German, and religious instruction are integral parts of the school work in the various classes.

The college requirements practically determine the subjects that can be taken up, but boys with good voices are carefully trained in the school choir, of whose excellence St. Paul's boys are deservedly proud, and natural history in its various departments is promoted by the giving of prizes for collections of native wild flowers and minerals, and by the scientific association, with its various sections made up of boys and masters specially interested in different subjects.

The mechanical workshop, with its forges, carpenters' benches, lathes, planers, etc., provides opportunities for instruction to boys who have a gift for handwork, and an excellent library of between 7,000 and 8,000 volumes is open to the boys and is administered by them under the direction of one of the masters, while valuable collections of minerals, birds, animals, insects, flowers, and curiosities are owned by the school.

There are half-yearly examinations, both oral and written, and the school honors for the year are awarded at the close of the June examinations. These include the "testimonials of the first and second grade," given to all who attain certain percentages of the attainable marks in lessons and conduct; the special prizes for natural-history collections; the prizes for elocution and the best English essay on an assigned subject; the gold medal for the best examination in some appointed English classic; the two "Ferguson scholarships," awarded to the boys passing the best examinations in the Latin, Greek, and mathematics of the third and fourth form work, and the silver medal, the school's highest honor, awarded for "distinguished excellence in the performance of school duties."

In conclusion it seems necessary, to give an adequate account of St. Paul's School, that one should speak briefly of the principles on which it was founded and on which it has been maintained.

First. Attention should again be drawn to the fact that the school is a religious foundation; that its work has been grounded on distinct religious teaching, and that, while unfair pressure is put upon no one of the boys, there is no exception to the requirement that presence at church services and religious instruction is required of every one.

This is well marked by the fact that the central and most beautiful building of the school village is the chapel, the special gift of the "old boys."

Second. The ideal of the school is the family, not the teaching institution. The building called "the School" is the chief living house, not the edifice containing the school room and recitation rooms. "The school," as printed in the annual statement, begins with the name of the rector, continues with the vice-rector and assistant masters, and then, without a break, goes on to include all the boys. As far as possible masters and boys are together in the dining rooms and on the playgrounds, as well as in the class rooms, and the cordial feelings of united interests and responsibilities which are aimed at, and in a degree attained, tend to diminish the feeling of divided interest or opposition that often exists between the governors and the governed in a school. A careful writer who gave an account of St. Paul's some years ago in Harper's Magazine well described the tone which accounts for the affection and esprit de corps of St. Paul's boys, by drawing attention to the fact that the boy who was his guide on his visit to the school naturally and unconsciously said "we" and "our" instead of "they" and "their" when speaking of the changes in school buildings or the methods of administering school government.

Third. The prominence given to physical training in the early days of the school, before the present attention to athletics in the country at large had begun, is typical of the school's methods and principles. The presence of a special "instructor in gymnastics" on the school staff, and the many kinds of manly exercise for which provision is now made, show that it has not fallen behind in these respects.

Fourth. The instruction in the school must necessarily be that given to classes rather than to individuals, though, as in all good schools, there is, of course, a great amount of personal work for boys who for any reason need special attention. The main object of all schools is mental instruction to develop and train character, and St. Paul's considers that successful education demands of her the most unsparing diligence in establishing and maintaining a high standard of intellectual excellence.

The graduates of St. Paul's are in the main very young men who have yet to make their mark in the world, though some have already distinguished themselves in literary and political life. The statistics collected by the Alumni Association show that as the present scholars come from the West and South, as well as from the Middle and Eastern States, so the "old boys" are found in all sorts of professions and all kinds of business in the different States and Territories of the country.

It is impossible to speak of different men who have contributed to build up St. Paul's by their devoted labor, but no account of the school would be adequate which did not point out that, while it is no

private institution owned by a single man or a company of men, it owes its existence to the generous gifts of the founder, Dr. George Cheyn Shattuck, of Boston, and its tone, esprit de corps, and character to the inspiration and wise government of the one rector from 1856 to 1890, the Rev. Henry Augustus Coit, D. D.

PHILLIPS EXETER ACADEMY, EXETER, N. H.

By EX-GOVERNOR CHARLES HENRY BELL, LL. D.

John Phillips was the second of three sons of Rev. Samuel Phillips, of Andover, Mass., where he was born December 27 (o. s.), 1719. His great-great-grandfather was Rev. George Phillips, a native of England and a clergyman, educated at the University of Cambridge, who emigrated to this country in the year 1630 in company with Governor Winthrop and others. He brought with him his son Samuel, who in due time graduated at Harvard College, and was settled in the ministry at Rowley, Mass., in 1651, and died there, after a pastorate of forty-five years, at the age of 71. His son Samuel was a goldsmith, and passed his life in Salem, Mass., and left a son Samuel, born there in 1690, a graduate of Harvard College in 1708, the minister of Andover from 1710 to his death in 1771, who was the father of the Exeter founder.

John Phillips was a promising boy, precocious and fond of learning. Under his father's tuition he was enabled, before he was 12 years of age, to enter Harvard College, where he received his bachelor's degree in 1735, some months before he was 16. For a time after his graduation he was employed in teaching a school in his native place, and pursued also the study of medicine and of theology. While yet a young man he was admitted to the ministerial office, and is said to have been esteemed "a devout, zealous, animated, and pathetic preacher." Some of the sermons which he prepared were long preserved, and perhaps are still in existence, and there is no doubt that he might have been settled over a parish at an early age had he not felt a reluctance to it. A delicacy of the lungs is believed to have been a cause of this, and later, after he had listened to the eloquent Whitefield, he felt a distrust of his capacity to realize his ideal of a Christian minister.

He probably first appeared in Exeter between May and August, 1741, and opened a "private classical school," which he continued for a year or two, and then took charge of the town school for an equal period. He came to be regarded as a permanent inhabitant of the province of New Hampshire in 1743, when his name first appeared upon the list of ratepayers. He was then assessed the modest sum of 4 shillings and 2 pence; he lived to become the wealthiest citizen of the town.

The same year he took a step which operated to fix his residence permanently in Exeter. He married, on the 4th of August, Mrs. Sarah, "relict," as the phrase was, of Nathaniel Gilman, esq. She was a daughter of Rev. Samuel Emery, of Wells, Me., and was a lady of many virtues.

Mr. Phillips soon afterwards entered into mercantile business, in which his industry, economy, methodical habits, and sagacity enabled him to gain great success.

Shortly after he made Exeter his home a new religious society was formed there, of which he became a member. On the 25th of May, 1747, this society, by a committee of seven prominent members, gave him a pressing invitation to become their pastor; but he was unwilling, for the reasons already mentioned, to assume the responsibilities of a settlement, and declined the invitation, though he long held the office of ruling elder.

Mr. Phillips, as might be supposed from his character and habits, grew ere long to be a man of substance and weight in the community. As he advanced in life there arose premonitory symptoms of serious troubles between the British Government and the American colonies. Apparently there was in his mind not far from this time a question whether he should continue his residence in Exeter. His wife had died on the 9th of October, 1765, and the gathering clouds in the political horizon were alarming to a prudent and well-to-do man. But the repeal of the stamp act the next year, and the appointment of John Wentworth as the governor of the province, gave a more hopeful aspect to the future. Moreover, Mr. Phillips determined to enter into a second matrimonial connection. The lady of his choice, whom he married on the 3d of November, 1767, was Mrs. Elizabeth Hale, widow of Dr. Eliphalet Hale, of Exeter, and daughter of Hon. Ephraim Dennett, who had been a prominent citizen of Portsmouth and a mandamus councillor. This lady is represented as possessing most estimable qualities. She was a prudent, helpful, and devoted wife to Mr. Phillips, whom she survived but two or three years.

He now began to be invested with offices and trusts which in those days conferred no small distinction. Governor Wentworth caused his name to be inserted in the Commission of the Peace as early as 1768, and continued it there as long as the royal government endured in the province. In 1771, 1772, and 1773 he was elected a representative from Exeter in the provincial assembly. From 1772 to 1775 he sat as a judge of the inferior court of common pleas, and toward the close of Governor Wentworth's administration he is understood to have received the appointment of mandamus councillor, but it does not appear that he ever acted in that capacity.

About the time of the breaking out of the Revolution he ceased trading and employed that part of his property which was not vested

in land in making loans on interest. By this time he had gathered much wealth, and as he had neither children nor needy relatives it became a serious problem with him what ultimate disposition he should make of it. It was not a new question. Descended from a line of clergymen, educated in all religious observances, and a professor of Christianity from the age of 15, he had been always accustomed to regard his property as accompanied with a sacred trust. As early as when he was a teacher of youth he had recorded in his private memoranda this resolution: "Being sensible that a part of my income is required of me to be spent in the more immediate service of God, I therefore devote a tenth of my salary for keeping school to pious and charitable purposes." And among the fragments of his correspondence which have come down to our time are two letters, one to each of his brothers, Samuel, at Andover, and William, at Boston, both of whom were in prosperous circumstances, which indicate how steadily the idea of dedicating a portion of his possessions to benevolent and charitable uses dwelt in his mind.

The first considerable gifts which were made by Mr. Phillips in pursuance of this design, of which we have any definite information, were to the infant Dartmouth College. The Rev. Dr. Eleazer Wheelock, who had been at the head of the Indian Charity School in Connecticut, was about removing it into New Hampshire, there to be erected by royal charter into a college. Mr. Phillips in 1770 subscribed a considerable tract of land, seven rights in the new township of Sandwich, to the funds of the institution, upon the condition that it should be established at Hanover, which was done. Two years afterwards he gave the college the sum of £175, lawful money, for the purchase of a philosophical apparatus, and the next year the further sum of £125, to aid in "furthering the great purpose of the institution," which was, primarily though by no means exclusively, the education and christianization of the American Indians. In the year 1781 he conveyed to the trustees upwards of 4,000 acres of land, situated in several townships in northern New Hampshire and in Vermont, to be held for the use of the college, without restrictions, and finally, in 1789, he added the sum of £37 10s. upon condition that the college should contribute lands to an equal amount, to be consolidated with his former donation of lands, for the foundation of a professorship of divinity. The endowment thus constituted is still known by his name, and yields an annual income of about \$400.

Mr. Phillips was chosen a trustee of Dartmouth College in 1773, and performed the duties of the position with much interest and punctuality until his resignation, by reason of years and bodily infirmity, in 1793. In 1777 the college conferred upon him the honorary degree of doctor of laws. This was the second instance in which the institution had granted that mark of distinction, the other being in the case of



Governor John Wentworth, "the father of the college," who received it in 1773.

The next educational enterprise<sup>1</sup> which engaged the attention and received the benefactions of Dr. Phillips was the planting of the academy in his native town. In the year 1777 the Hon. Samuel Phillips, jr., of Andover, his nephew, being familiar, no doubt, with the long-cherished intentions of his uncle and father to make some special charitable use of a portion of the fortunes which they had acquired, projected the school which was afterwards incorporated as the Phillips Academy at Andover. The brothers John and Samuel Phillips jointly endowed it in 1778 with the means to begin its work, and Dr. Phillips afterwards, by gift and by bequest, increased his gratuities to the institution to the amount of about \$31,000, thereby becoming its chief benefactor. He served as one of the trustees of that academy during his life, and, after the death of his eldest brother, as president, and displayed an interest in its affairs and management only less lively and active than that which he felt in the latest and most important work of benevolence which crowned his useful career.

This was Phillips Exeter Academy, which was exclusively Dr. Phillips's own project. To the foundation and upbuilding of this institution he consecrated the greater part of his fortune, besides giving to it his personal supervision as president of the board of trustees during the last twelve years of his life. His rare judgment of men and his cultivated business capacity well supplemented the far-reaching wisdom of his plans, and the academy prospered in its resources and in its work. The founder lived to see it established on a firm basis and giving assurance of that extended measure of usefulness which later generations have witnessed.

This great mission accomplished, he felt that his life work was finished. He had considerably passed the ordinary period of man's earthly existence, and was ready to be called hence. After a brief illness he died, April 21, 1795, in the seventy-sixth year of his age.

All suitable honors were paid to his memory. The trustees of Phillips Exeter Academy chose one of their number, the Rev. Benjamin Thurston, to pronounce a eulogy upon the founder at the next annual meeting of the board, a duty which he duly performed to their approval. They also voted that a copy of Dr. Phillips's portrait, "elegantly decorated," should be taken and placed in the library of the academy.

The body of Dr. Phillips rests in the cemetery of the town in which the most important share of his life was passed, and upon the marble monument which his associates in the trust caused to be erected over

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<sup>1</sup> He is said also to have made donations to Princeton and to Harvard College, and to have given money to aid the cause of education to towns in the vicinity of his home.

it is inscribed an appropriate epitaph, composed by the accomplished Nathaniel A. Haven, jr.

JOHN PHILLIPS, LL. D.

Founder of the Phillips Exeter Academy.  
An Associate Founder of the Phillips Academy in Andover,  
And a liberal benefactor of Dartmouth College,

Died

April 21, 1795

aged 75 years.

Actuated by his ardent attachment to the cause of Christianity

He devoted his wealth to the advancement of

Letters and Religion.

His appropriate monument are

The institutions which bear his name.

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THE ACADEMY; 1781 to 1838.

Phillips Exeter Academy was incorporated by the legislature of New Hampshire by an act which received the approval of the president of the State the 3d of April, 1781. It was a wise step on the part of Dr. Phillips to begin this educational experiment in his lifetime and while he was yet of an age to take an active part in its direction. Accordingly, the responsibility of shaping the project in its inception and of giving it the direction which was to conduct it to ultimate success fell chiefly upon the founder, who fortunately possessed the knowledge and experience and foresight which admirably qualified him for the task.

The act of incorporation provided "that there be, and hereby is, established in the town of Exeter and county of Rockingham an academy for the purpose of promoting piety and virtue; and for the education of youth in the English, Latin, and Greek languages; in writing, arithmetic, music, and the art of speaking; practical geometry, logic, and geography, and such other of the liberal arts and sciences or languages as opportunity may hereafter permit and as the trustees hereinafter provided shall direct." The control and government of the academy were by the act vested in a board of trustees, not more than seven nor less than four in number, of whom one should be the principal instructor, a majority should be laymen, and a majority not inhabitants of Exeter. The trustees were empowered to fill all vacancies that should occur in their own board, and by a vote of two-thirds of their whole number to remove the academy from Exeter if for causes thereafter arising that course should, upon mature consideration, be found needful, and establish it in some other place in the State which they should "judge best calculated for carrying into effectual execution the intention of the founder." And finally, the act of incorporation stipulated "that all the lands, tenements, and personal estate

that shall be given to the trustees for the use of said academy shall be, and hereby are, forever exempted from all taxes whatsoever."

The first board of trustees was composed of the following gentlemen: Dr. John Phillips, Hon. Samuel Phillips, jr., of Andover, Mass.; Thomas Odiorne, of Exeter; Hon. John Pickering, LL. D., of Portsmouth; Rev. David McClure, of North Hampton, and Maj. Daniel Tilton and Rev. Benjamin Thurston, both of Exeter. The last-named gentleman was expected to be the principal teacher of the school, and in point of fact, if tradition is to be relied upon, did give instruction in it for a time, before the formal opening of the academy.

On the 9th of January, 1782, Dr. Phillips completed a conveyance to the trustees, for the use of the academy, of his interest in a large number of tracts of land situated in various towns in New Hampshire, some of which he owned in fee and others were under mortgage to him to secure the payment of moneys due.

In his deed of conveyance Dr. Phillips embodied a series of standing regulations, which he termed the "constitution" of the academy, and which he directed should be read at each annual meeting of the trustees. It contained somewhat minute definitions of the duties of the several officers, which were less familiar then than now, as well as many practical suggestions of lasting value. The rule was there inculcated, which has always since been adhered to with signal advantage, that no pupil should board in any family not licensed by the authorities of the academy. The only restrictions of a religious character in the instrument were that the trustees and teachers must be Protestants, and that the principal instructor should be a member of the Church of Christ, in complete standing, and professing sentiments similar to those of the founder in the constitution expressed. The founder also reserved to himself the power to appoint his successor in the board of trust, who, as well as his successors after him, should enjoy the same right forever. This constitution has of course been the constant guide of the trustees from that time to the present in the execution of their functions.

Dr. Phillips added to the resources of the academy by repeated acts or generosity afterwards. On the 29th of March, 1787, he made an assignment to the trustees of promissory notes against various parties to the amount of £4,164, or thereabouts, and on the 25th of November, 1789, another assignment of property of a similar nature, the value of which is not stated, for the special purpose of affording aid to charity scholars "such as may be of excelling genius and of good moral character." And by his last will, executed in 1789 and proved in 1795, he devised two-thirds of the residue of his estate, after small bequests to his relatives and a provision for his widow, to Phillips Exeter Academy, the other third being given to the academy at Andover.

The various benefactions of Dr. Phillips to the Exeter Academy are estimated to amount in the aggregate to about \$60,000. In the pres-

ent era of vast acquiring and magnificent giving there is danger of undervaluing the bounty expressed by these comparatively modest figures. We need to bear in mind that the worth of money one hundred years ago was fourfold greater than it is to-day; that the founder devoted to this object the major part of the accumulations of a laborious and extraordinarily successful life, and that no endowment of a similar enterprise in the country up to that time approached this in magnitude.

It was thought fitting that the inauguration of this new seminary of learning, founded on a scale of unprecedented liberality, should be accompanied by public observances. Accordingly, the trustees appointed the Rev. David McClure, one of their own number, to deliver a discourse on the opening of the academy, and Rev. Benjamin Thurston to make an address to the preceptor on his induction into office, William Woodbridge, A. B., having been selected for that position, as the health of Mr. Thurston had been found unequal to the discharge of its duties. The ceremonies were accordingly performed on the 1st of May, 1783, in the presence of a "respectable auditory, to universal acceptance."

In view of what the school has since grown to be, it is rather a striking contrast to look back to the humble pretensions of its infancy.

An unobtrusive schoolhouse of two stories, of the dimensions of a small dwelling, and divided into four rooms, not all of which were finished, supplied limited accommodation for 40 students—sometimes a much smaller number, and this though the tuition was gratuitous—of whom two-thirds, at least, belonged in Exeter, and scarcely any out of its immediate vicinity. The preceptor's salary was £100 per annum, and the compensation of his single assistant was proportionally less. There was no regular course of study, but the pupils pursued such branches and formed such classes as were found most convenient. It was thought worthy of mention in the records that a bell "to summon the students to their exercises" was presented in 1784 by Gen. Henry Dearborn, of Revolutionary fame, and other gentlemen of Exeter; and that an electrical machine was given by Hon. Phillips White, of South Hampton. Such petty charges as the cost of wood and candles were apportioned by a tax among the students, and he who did not pay his share forfeited the privileges of the academy until his deficiency was made good. And as late as in 1788 we learn that there were but two pupils in the school who had "looked beyond common reading and spelling into the mysteries of Latin." Truly this was the day of small things.

Mr. Woodbridge continued to act as preceptor of the academy something over five years. In June, 1788, he announced to the trustees his intention of resigning his position in the ensuing October, because of his "low state of health." He continued to perform his duties in the school until the latter part of August, 1788, and on the 14th of October his connection with it ceased.

William Woodbridge, the first preceptor of Phillips Exeter Academy, was a native of Glastonbury, Conn., and was born on the 14th of September, 1755. He was the son of Rev. Ashbel Woodbridge, the minister of that town, and was the fifth in lineal descent from Rev. John Woodbridge, who emigrated from England to this country. William Woodbridge graduated from Yale College in 1780, and elected teaching as his occupation, though he also qualified himself for the duties of a minister of the gospel.

The infirmity of Mr. Woodbridge's health while he was the preceptor of the academy did not suffer him fairly to show what he was capable of accomplishing. A new school under an invalid master could hardly be expected to thrive. Yet notwithstanding this serious check upon his capacity for useful exertion the trustees undoubtedly held his merits in high regard. The resolution which they adopted upon accepting his resignation may be relied on as the more sincere expression of their real sentiments, as it was passed before commendations of parting officials had degenerated into mere matters of course:

*Resolved*, That the thanks of this board be given to Mr. Woodbridge for his faithful services and unwearied exertions while preceptor of Phillips Exeter Academy, to instill into the minds of the youth committed to his care the principles of piety and virtue, as well as to instruct them in useful knowledge; and as he had declared it inconsistent with his health and sense of duty to continue longer in that relation to the academy, this board wish him the high reward of observing satisfactory fruits of his past labors, and that his services, in whatever sphere he may hereafter move, may be crowned with distinguished usefulness.

Mr. Woodbridge, after leaving Exeter, was associated with his sister in the charge of an academy for young ladies in Medford, Mass., and followed his profession of teaching through life, uniting with it from time to time the functions of a preacher also.

While living in Exeter he married Elizabeth, daughter of Deacon Samuel Brooks. In his later years he contributed articles for the *Annals of Education*, of which his son, William C. Woodbridge, the well-known geographer, was the editor. Though his health was feeble, yet he attained great age, and died in Franklin, Conn., the 27th of March, 1836, "an honored teacher of fifty years' standing."

Some time in August, 1788, Benjamin Abbot, a native of Andover, Mass., and a graduate of Harvard College of that year, was secured for the preceptorship of the academy, and on the 22d or 23d of the same month entered upon the duties of instruction and government of the school. Here commenced those relations between Benjamin Abbot and Phillips Exeter Academy which endured for half a century, with the result of elevating the institution to a rank unsurpassed in this country, and of making its master, as an educator and governor of youth, an exemplar even to our own time.

The prospects of the school began at once to brighten. Order and method were introduced. The young preceptor infused his own quiet

force into the boys under his charge, and the results were soon manifest in the increase of their numbers. In the first year after Mr. Abbot's arrival as many new pupils were admitted as had been added in the three preceding years. But he was a man of singular prudence, and declined to connect himself permanently with the school until he had proved his value. It was not until October, 1791, that he formally signified his acceptance of the office of preceptor, and this upon the understanding with the trustees that either party should be at liberty to dissolve the connection upon giving reasonable notice. His salary was raised to the sum of \$500 per annum, and his assistant, John P. Ripley, A. B., received \$200.

In a very few years the situation of the academy demanded an increase of accommodations for the students. The original building was small and unsuitable, and the need of a larger and more commodious one became pressing as the school augmented. It was therefore determined in 1793 to erect "a new building for the use of the academy."

The committee for carrying the plan into execution was judiciously constituted of two members of the board of trustees, Hon. Samuel Phillips, jr., and the preceptor, the treasurer, Hon. John Taylor Gilman, and two public-spirited citizens of the town, Hon. Oliver Peabody and Col. Nathaniel Gilman. They were empowered to procure a building to be erected, of certain specified dimensions on the ground, of the height of two stories, the materials to be brick or wood, and "with or without a porch and belfry as the committee, after advising with the trustees present, should judge best." The location of the building was wisely left to the determination of the committee, with the concurrence of the resident trustees.

The new edifice was completed in the year 1794. It was constructed of wood, with a belfry and without a portico, and at a cost of between \$7,000 and \$10,000. With some additions at a later period it fulfilled its purpose well until the generation which witnessed its building had, with scarce an exception, passed off the stage.

Dr. Phillips, who survived to see the institution he had planted flourishing with a healthful and secure growth, died in 1795. In the execution of the power he had reserved to himself in the constitution to name his successor in the board of trust, he had by a written appointment designated Hon. John Taylor Gilman for the office, who accepted it and long and assiduously performed its duties.<sup>1</sup>

In March, 1797, it was voted by the trustees that any student who had been a member of the academy for six months and should appear on examination "to have made valuable improvement in the Latin

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<sup>1</sup> Governor Gilman resigned the office of trustee in 1827 on the ground of his advanced years, but wisely declined to name his successor; who was therefore elected by the board. Since then no attempt has been made to exercise the power of appointment reserved by the founder.

and Greek languages, arithmetic, practical geometry, logic, geography, philosophy, and astronomy," or in any two or more of those studies, and had sustained a good moral character, should be entitled to a certificate thereof, signed by the president and preceptor, with the seal of the academy affixed thereto.

There is extant, in the youthful handwriting of Lewis Cass, in after years the distinguished Senator, foreign minister, and cabinet officer, a copy of the certificate which was granted to him by virtue of the foregoing vote, on his leaving the academy. It is in these words:

PHILLIPS EXETER ACADEMY.

The trustees of Phillips Exeter Academy, with a view to encourage industry, science, and morality, have determined that certificates may be granted to students in certain cases. Be it therefore known that Lewis Cass has been a member of the said academy seven years, and appears on examination to have acquired the principles of the English, French, Latin, and Greek languages, geography, arithmetic, and practical geometry; that he has made very valuable progress in the study of rhetoric, history, natural and moral philosophy, logic, astronomy, and natural law; and that he has sustained a good moral character during said term.

In testimony whereof we hereunto set our hands and affix the seal of said academy this second day of October, one thousand seven hundred and ninety-nine.

JOHN T. GILMAN.

BENJAMIN ABBOT.

This certificate sheds some light upon the fashions of work done in the academy at that early day. Lewis Cass was born in 1782; he therefore became a pupil when he was 10 and quitted the school when he was 17 years of age. That there could have been any curriculum embracing a seven years' course of study is out of the question; he must therefore have pursued his way alone or in such company as chance from time to time brought him. The range of subjects, too, was certainly for the time very remarkable.

In the year 1808 a very decided forward step was taken in the organization of the academy. The qualifications for admission with a view to an English education were defined and apparently considerably raised; the head master was vested with the title of principal; a professorship of mathematics and natural philosophy was established, with a competent salary. It was voted expedient to reduce the number of classes and to establish a uniform system of classification, to be effected by the principal and professor, and an appropriation of \$50 annually was made, to be distributed in the shape of rewards or prizes to those students who should excel in mathematics, writing, English composition, and in knowledge of Latin. Ebenezer Adams, A. M., was chosen as the first professor.

Up to this time all the instruction in the academy had been furnished to the pupils gratuitously, the only charges upon them being some trifling contributions for special purposes. But in the year 1809 the trustees, in view of the increasing expenses of the institution, in accordance with the known expectations of the founder, and

in order that they might be enabled to extend aid to the usual number of students on the foundation, voted that it was necessary to require payment from those of sufficient ability for their tuition. This change, however, it was found expedient to postpone until the 1st of January, 1812, after which date the sum of \$12 per year, or \$3 per term, became payable for tuition.

In the year 1809 Mr. Adams was invited to accept a professor's chair at Dartmouth College, and there passed the remainder of his life. In 1811 his place was supplied in the academy by the appointment of Hosea Hildreth, A. M., as professor of mathematics and natural philosophy. The assistant instructors were young college graduates, distinguished for their abilities and scholarship. A large proportion of them became in after life men of position and note. The list is an extraordinary one, embracing as it does the names of college presidents and professors, divines, jurists, and literary men of national fame.

The standing and popular estimate of the academy had in the year 1818 risen so high, that it became necessary to define anew the course of study, to draw a strict line of distinction between the English and classical departments, and to adopt more stringent regulations in respect to the reception of pupils.

Candidates for admission were required thenceforth to furnish evidence of their good moral character and to give assurance of their intention to remain at the academy until they should complete the usual routine of preparation for college or the established course of English study. The time fixed for their admission was at the beginning of the term next succeeding the annual meeting of the trustees in August, provided, however, that anyone found duly qualified might be received at advanced standing at the discretion of the instructors. The department of languages was to comprise three classes, or years, for preparation to enter college, and an advanced class to prosecute the studies of the first collegiate year. The course of English study was also to occupy three years. Theological instruction was to be given by Rev. Mr. Hurd, and sacred music was to be taught, a fund of \$1,000 having been bequeathed by Hon. Nicholas Gilman in 1814, the income of which was to be applied to that object. A permanent assistant teacher was also engaged at an annual salary of \$600.

The particular studies and text-books for each year, both in the classical and the English course, were at this time specifically designated.

In 1821, the convenient accommodation of the students requiring additional space in the school building, wings of a single story were affixed to the eastern and western ends thereof, each containing a schoolroom of ample size. They added much to the symmetry of the structure, as well as to its convenience; and the appearance of the



building as thus extended is well remembered by most of the older alumni.

Hosea Hildreth in 1825 resigned the office of professor of mathematics and natural philosophy, which he had held for fourteen years. He was one of ten children of Timothy Hildreth, and was born in Chelmsford, Mass., in the year 1782. Like not a few other men who have risen to distinction, his course in life was marked out for him by an accident. In his youth he received an injury to one of his arms, which, by disqualifying him for manual labor, turned his attention to study. He graduated from Harvard College in 1805 and prepared himself for the ministry, and it is said was always fonder of preaching than of teaching. In addition to his work of instruction in the academy he supplied the pulpit of the second parish in Exeter from 1813 to 1817, when Rev. Isaac Hurd was installed there; and when he quitted the academy in 1825 it was to assume the charge of a religious society in Gloucester, Mass.

Professor Hildreth's influence in the school was very positive and very salutary. He possessed decided traits of character; strong convictions and a resolute will, united with much learning and ready wit. He was the projector of the Golden Branch Society, which under his administration no doubt acted as a keen stimulus to study and to the desire for improvement. His countenance bore the impress of his originality and humor, so that the eccentric Robert Treat Paine declared that it might be "cut up into a thousand epigrams."

After officiating for about eight years as the minister of Gloucester, Mr. Hildreth took the office of secretary of the Massachusetts Temperance Society, which he filled with efficiency and zeal, and ended his useful life at Stirling, Mass., the 10th of July, 1835. He was the author of several productions of merit; among them of *A Book for New Hampshire Children*, which for a number of years held its place in the schools of the State as a juvenile text-book and passed through several editions.

Professor Hildreth married Sarah McLeod, of Boston, who survived him more than thirteen years. They had seven children, of whom the three sons—Richard, Samuel T., and Charles H. Hildreth—were all members of the academy. The eldest of these was the distinguished editor and historian.

After the increase of its accommodations by the enlargement of the school building the academy for years kept on the even tenor of its way, ever changing, yet the same. The number of students was usually fixed at 70, and varied little from it. At length Dr. Abbot—he had received the degree of doctor of laws, honoris causa, from Dartmouth College in 1811—who was blessed with a vigorous constitution and up to this time had enjoyed almost uninterrupted health, began to feel the effects of his long-continued labors and responsibilities, and in the year 1832 made application to the board of

trustees for some respite or relief, submitting to them the question whether his resignation would be acceptable.

They were unwilling that he should sunder his connection with the academy, and made an arrangement with him, whereby lessening the number of students, and confining them rigidly to the fixed classes, the principal was relieved of a portion of his labor. This arrangement continued until 1836, when at the request of Dr. Abbot an additional instructor was appointed for the purpose of exempting him from the larger portion of his active duties. For the last year or two of his service as principal his attendance at recitations was limited to two quarters of days in each week.

The close of the half century of Dr. Abbot's charge of the school now drew near, and by the desire of many of his old pupils he postponed his retirement until that period should be completed. All united in the opinion that the termination of a career so long and so signally honorable and useful should be marked by public manifestations worthy of the occasion. A committee of arrangements, consisting of a number of gentlemen of note, alumni of the academy, made all the needful preparations for holding what was appropriately termed the "Abbot festival," and appointed the 23d of August, 1838, as the day of its occurrence.

The interesting event brought together a great concourse of the alumni of the academy, to do honor to their venerated teacher and mentor. Daniel Webster presided over the assemblage, and Edward Everett, John G. Palfrey, John P. Hale, Henry Ware, jr., Caleb Cushing, and others of the numerous men of distinction who had been the pupils of Dr. Abbot, and one, not the least distinguished, Jeremiah Smith, who had been his teacher, took part in the exercises of the day. The festival was a fitting tribute to the character and services of the eminent educator in whose honor it was held, and a worthy termination of a life work devoted to useful and elevating pursuits.

Benjamin Abbot was the son of John Abbot, of Andover, Mass., and was born there on the 17th of September, 1762. Five generations of the family had lived in the town; his father and grandfather were captains of the militia, when that office was a proof of courage and capacity; his lineal ancestors in the next two removes were both deacons of the church; all were resolute, pious men, of vigorous make, who lived long in the land.

Benjamin worked upon his father's farm until he was 20 years old, and then resolved to acquire a college education. He prosecuted the study of Latin at the infant academy in his native town, where he became a pupil of Jeremiah Smith, then an assistant teacher there, with whom he was destined in after years to be associated in the board of control of the academy in Exeter. He graduated from Harvard College in 1788 with high credit for his "scholarship and moral

worth," and the salutatory oration was assigned him at commencement. In the following August he entered upon his duties in Phillips Exeter Academy.

Nature had gifted him with qualities which singularly fitted him to be a tutor and governor of youth. The blood of his ancestors seems to have blended their several excellences in his veins. He was accustomed, in after years, to attribute his professional success to his observance of the rule, *suaviter in modo, fortiter in re*; which in deference to the law of heredity might in his case not unaptly be translated "deacon's words, captain's deeds." Though inflexibly just, he was only too happy to temper justice with mercy whenever it would not be subversive of good discipline. He was never over ready to take notice of a fault that might be passed by without harmful consequences. It was a favorite remark of his that "it was a great accomplishment to know how to wink!" Probably many a boy attributed to his teacher's want of observation, what was really the result of merciful voluntary blindness.

Though he shrank from causing pain to the lowest creature, yet in those instances where punishment was really merited he inflicted it without flinching. In the happily rare cases in which he had to deal with a vicious or depraved lad he administered a lesson, both to mind and body, that served as a wholesome reminder of duty. He was not the man to spoil the child in such cases by sparing the rod. In general, however, he governed with the least possible display of authority. In the schoolroom a look, a tap on the desk, or a shake of the forefinger was enough to recall the wandering attention of the most wayward and fix it upon the business of the hour. But govern he did, and that most effectually. Modest and retiring as he was with regard to matters unconnected with his peculiar province, "no admiral on the quarter-deck of his flagship was, more than he in his school, the impersonation of decision, firmness, and authority."

From his first appearance at Exeter he devoted himself wholly to his school. He is represented by those who knew him as a young man to have been even then distinguished for maturity of judgment and power of command. He took no part in political affairs or in neighborhood differences; he had no ambitions beyond his chosen vocation. He set an example of industry and perseverance which could not fail to have lasting weight in the minds of his pupils. He studied the profession to which he devoted the long round of fifty years with care and comprehension, and welcomed every substantial improvement in its methods. Not content with knowing the management of other academies in our own country, he instituted particular inquiry into the conduct of the great English public schools, to which Exeter has been thought to be assimilated.

His scholastic acquirements were quite abreast of his time. No doubt the standard of scholarship was a different one at that day

from what it now is. We are very much in fault if, with all that modern research and criticism have done for us, we have not reached a higher level. Dr. Abbot was undoubtedly as learned and accurate a scholar in his age as are the best of our educators in ours. An authentic anecdote gives an idea both of his philological attainments and of his impressive style of imparting information. One of his best pupils, John P. Robinson,<sup>1</sup> presented him his exercise in writing Latin one day for correction. Dr. Abbot returned it with a single word marked as erroneous. Robinson consulted grammar and lexicon and racked his brains to find out the mistake he had committed, but all in vain, and was at last obliged to take back the exercise to the doctor with the confession that he could not discover in what the fault lay. "Robinson," replied the doctor, "words are like men; none but gentlemen are found in gentlemen's company." The difficulty was solved, and the pupil probably never afterwards forgot what was due to classical Latinity.

Dr. Abbot's moral influence over his pupils was the very best. He had a simple reverence for all that was good, and a transparent honesty of soul, which none about him could fail to remark and to respect. It took a bold, bad boy to attempt to deceive or to wrong him. All others felt that the Doctor was so genuinely good that it was a shame to take any advantage of him. And he, in his turn treated his pupils with all possible courtesy, kindness, and confidence.

He ruled by love rather than by fear. He had the art of getting very close to the boys, and without any surrender of dignity; near, yet afar. When he administered a reprimand it never rankled. Every lad, not absolutely incorrigible, felt that he had a friend in "the Doctor."

His manners were such as would become a nobleman. Courteous as he was dignified, he doffed his hat in response to the greeting of the lowliest person he met. As he walked down the aisle of the schoolroom, bowing graciously to the right and left, his appearance so impressed every pupil that the memory of it will never fade away. It made generations more mannerly.

Dr. Abbot was twice married. His first wife was Hannah Tracy Emery, of Exeter, who lived but two years after their marriage. Their only child was John Emery Abbot, who graduated from Bowdoin College, studied divinity, and was ordained the minister of the North Church in Salem, Mass. He died, deeply lamented, in 1819.

Dr. Abbot's second wife was Mary Perkins, of Boston, who survived him several years. Their children were Elizabeth, who married Dr. David W. Gorham, of Exeter, and Charles B. Abbot, who resided in Glenburn, Me. Dr. Gorham was for a long period one of the board

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<sup>1</sup> The same who was afterwards satirized by Lowell in the Bigelow Papers:

John P.

Robinson he," etc.

of trustees of the academy, and after his decease his son, Dr. William H. Gorham, served for a time in the same capacity.

Dr. Abbot's life was prolonged until the 25th of October, 1849, when, at the age of 87 years, he was gathered to his fathers.

#### THE ACADEMY—1838 TO 1890.

After Dr. Abbot's resignation was finally accepted the trustees unanimously made choice of Gideon L. Soule, A. M., professor of ancient languages, as his successor. He had been for more than sixteen years an associate of Dr. Abbot in the corps of instructors, and by reason of the impaired health of the latter had practically exercised the powers of principal for some time prior to his election. He was therefore perfectly familiar with the methods and the traditions of the institution, and no immediate changes in the administration, worthy of note, occurred on the transfer of authority from the old to the new head of the school.

The English department, which had been instituted as a distinct branch in 1808, was deemed, forty years afterward, to have diminished in importance. The number of academies and high schools in the country where English studies could be conveniently pursued had in that period greatly increased. For this reason, and because also in that division of the academy "not one for the last seven years had completed the course of study prescribed," the English department, as a distinct feature of the school, was discontinued. This, however, was not construed to debar any individual members of the academy who might choose to do so from prosecuting a more complete course of study in the English branches than that included in the ordinary preparation for college.

It had always been the aim of the trustees, from the opening of the academy, to render the charitable aid provided by the founder of the highest possible utility to those who enjoyed it. In the earlier days, when the cost of the necessities of life was small, the allowance made from the foundation to indigent students was sufficient for their comfortable subsistence; but as the number of students increased, while fewer of the families resident in the town were willing to receive them as boarders, and the cost of living steadily advanced, it was at length found that the sum allotted to each beneficiary was wholly inadequate to his support. The trustees, therefore, determined to establish at the charge of the academy a dormitory and commons hall for the members of the school of limited means, by which the expense of living should be reduced to the minimum. The experiment was first made in the building owned by the academy on Spring street, which had formerly been the printing establishment of the Messrs. Williams. Here the rooms were rented for a merely nominal sum, and the board was furnished at the exact cost.

The result of the experiment was so satisfactory that in 1852 the

trustees voted to erect a more suitable and capacious building for the same purpose in the academy grounds. It was completed and opened for use in 1855. It was constructed of brick, and contained rooms for 50 young men, with a dining hall and other needful accommodations, and cost about \$20,000. The name of Abbot Hall was appropriately given to it. The building has fully answered the uses for which it was designed. Every room in it has been constantly occupied, and the inmates have been enabled to live with entire comfort at about one-half the ordinary charges of the boarding houses.

The size and importance of the school, and the number of its instructors, seemed now to demand a more systematic administration; and it was thought expedient, in 1857, to invest the principal, professors and permanent instructors with the powers of a regular faculty. This arrangement has ever since been maintained, and has been found to conduce to harmony, to uniformity in discipline, and to higher respect for authority in the school.

In 1857 an application was made to the trustees to modify the regulations of the academy so far as to allow girls to be admitted as pupils. It is not known whether the project met the approval of any members of the board, for the petitioners, upon learning that it was strongly objected to by some of them, thought proper to withdraw the application.

The year 1858 witnessed a notable innovation in the academy. Up to that date the pupils had been required to do the greater part of the preparation, as well as the recitation, of their lessons in the school-rooms, which necessarily confined them therein for five or six hours on every week day, Wednesday and Saturday excepted, when the sessions were abbreviated about one-half. Besides being irksome to both teachers and pupils, this method was objectionable on sanitary grounds; but probably another consideration had much weight with the authorities of the academy in inducing them to change it.

The plan of keeping the pupils under constant surveillance had never been practiced in this academy. All the liberty that was consistent with good discipline had always been granted them. They were treated as little like children and as nearly like men as their conduct would warrant. The habit of self-reliance and self-government had been so thoroughly inculcated by these practical lessons, that the authorities felt justified in putting the student upon the footing of those in more advanced institutions.

Our colleges and professional seminaries required the presence of their students only at recitations and prayers, and permitted them to pass the remainder of their time at their rooms. In Phillips Academy, at Andover, the older part of the pupils, at least, enjoyed the same privilege. It was not doubted that equal freedom might be allowed all the students of this academy without danger of abuse. The former rule was therefore relaxed, and "studying out of school."

by young and old alike, was introduced. It has proved to all concerned, teachers and learners alike, a great physical relief, and has operated in no way to the detriment of the school. The character and quantity of the work done under the new régime have fully equaled, if they have not exceeded, the former standard.

In the year 1859 Professor Hoyt resigned his position to accept the office of chancellor of the Washington University, at St. Louis.

Joseph Gibson Hoyt, who filled the chair of mathematics in the academy for nearly eighteen years, was born in Dunbarton, N. H., on the 19th of January, 1815. His father was a plain farmer, but his mother was a gifted and ambitious woman. Until he was 16 years old he was employed upon his father's farm, so that he was unable to attend school more than three months in the year. But before he was 18 he began to study with a view to a collegiate education. For five winters he taught country schools to obtain the means to carry out his design. He entered Yale College in 1836, and graduated with high credit in 1840. He was then employed as a preceptor for a year, and in 1841 was called to Phillips Exeter Academy. While here he gave instruction in Greek, as well as in his own special branches, and in all showed himself possessed of much learning, originality, and genius. He was full of fire and enthusiasm, and had the art of inspiring his pupils with no little of the same. Not content with performing his academical duties, he manifested a deep interest in everything that was transpiring around him and in the great world. He was a reformer and a politician. In 1850 he was chosen a member of the convention called to revise the constitution of New Hampshire, and in 1858 he became an aspirant for Congressional honors, but failed of the nomination by a narrow margin. He was enthusiastic in every scheme of improvement in the town of his residence. For some years he was a member of the superintending school committee, and his reports upon the condition of some of the schools in the outlying districts, brimming over with his quaint humor, are racy reading to-day.

The ardor of Professor Hoyt's temperament, while it gave him efficiency and readiness, perhaps detracted somewhat from the soundness of his judgment. He could occupy no conservative ground; he must be in the advance or nowhere in every movement. He had little patience with the caution which felt its way before moving, and had no dread of innovations. But in later years, after he had taken upon himself the responsibility of a great educational institution, there is reason to believe that he realized more than ever before the security that resides in a discreet conservatism. Had his life been protracted he would probably have carried on the development of the great work which he assumed with undiminished force, but with the circumspection gained by experience.

In December, 1858, he accepted an invitation to the chancellorship of Washington University, at St. Louis, Mo., and entered upon its

duties at the beginning of the next year. In July, 1859, Dartmouth College honored him with the degree of doctor of laws. He had occupied his new position for scarcely two years before his health began to give way. He tried every means to regain it, but without success, and at length, on the 26th of November, 1862, he sank into the grave.

In the year 1862 Rev. John Langdon Sibley, long the excellent librarian of Harvard College, laid the foundations of a separate charity fund, which, by subsequent additions and stipulations, was to be allowed to accumulate, by adding the yearly interest to the principal, until it should reach the amount of \$300,000, after which the income was to be applied within certain restrictions to the aid of students of the academy "of poverty and merit." The endowment was to be known by the name of the "Sibley Charity Fund," and was to be regarded as a memorial of the donor's father, Dr. Jonathan Sibley, a native of New Hampshire and long a resident of Maine, from whose accumulations it was in part derived. He had always deeply sympathized with young men struggling to obtain an education, and was especially grateful to this academy for the assistance which it furnished his son in his preparation for college. The trustees accepted the gift with the stipulations annexed to it. The fund now amounts to more than \$52,000.

On the night of the 17th of December, 1870, the old academy building, which was erected in 1794, and enlarged in 1821, was destroyed by fire. It had long been felt to be inconveniently small and unsuitable for the increasing number of students, but its proportions were architecturally harmonious, and it was so associated in the minds of thousands of alumni with the pleasant period of their school days, that its disappearance caused a pang in many a breast.

But not a moment's doubt rested in the minds of the friends of the academy of the readiness of grateful and philanthropic hearts to do more than make good the loss. Three days after the catastrophe a committee of the trustees published a statement of what was needed to replace the former building with a new and more convenient one, and an appeal to the alumni and friends of the school to contribute the means for the purpose. The call was promptly responded to, and immediate subscriptions enabled the committee to proceed with the work of rebuilding, without delay, and the whole needed amount of nearly \$50,000 was seasonably obtained.

The new building was completed in the early part of 1872. It was placed nearly on the spot where its predecessor for more than three-quarters of a century had stood. It was designedly made not unlike that in its general outlines, but its material was brick, its dimensions were much enlarged, and many improvements introduced. Altogether the new home of the school was far more elegant, commodious, and suitable than the old.

By a general understanding, and without the expenditure of any



special effort, the opening of the new edifice, erected by the munificence of those who loved and valued the academy, was to be made a red-letter day in its calendar. The occasion in fact possessed a double interest, for it also commemorated the completion of the semi-centenary of Dr. Soule's continuous service in the academy. The venerable second principal had sought to be relieved of his charge at this time, but, at the instance of the trustees, consented to hold his office, though freed from its more onerous duties, for a year longer.

The new academy building was dedicated on the 19th of June, 1872. At the invitation of the trustees the Rev. Dr. Andrew P. Peabody delivered an eloquent and interesting address on the occasion, in the presence of a numerous assemblage of the alumni and others. At the dinner which succeeded, speeches were made by Wendell Phillips, the orator and reformer, who was distantly related to the founder, and by others.

At this dinner the Rev. John Langdon Sibley was for the first time publicly announced as the donor of the generous fund, now amounting to more than \$52,000, for the aid of worthy indigent students. He modestly explained the motives which induced him thus to dispose of his patrimony, as well as to supplement it from his own earnings, and stated that it had been his design not to have his name known in the transaction, but it was found that the secret would not be kept, and he had yielded to the persuasion of friends of the academy that the announcement should be made at this time. Mr. Sibley's statement was listened to with the deepest interest, and was one of the most touching incidents of the day.

In the year 1873 Dr. Soule, having now completed more than half a century's duties in the academy, and having retained the office of principal for the last year only because the trustees "would not let him go," definitely resigned his position. In accepting his resignation the trustees voted "that the president be requested to express to Dr. Soule the grateful sense entertained by the board of the value of his long continued services, and to request him to accept the title of principal emeritus of Phillips Exeter Academy."

They also voted him a retiring pension of \$1,200 a year, and the use of the principal's official residence during his life.

Gideon Lane Soule, the second principal, was born in Freeport, Me., the 25th of July, 1796. He entered the academy in 1813, and, after remaining three years, was admitted to the junior class of Bowdoin College, where he graduated in 1818. He then became an assistant teacher in the academy for more than a year, after which he entered upon a course of professional study; but in the year 1822 he returned hither as a member of the corps of instructors, was subsequently appointed professor of ancient languages, and, on the withdrawal of Dr. Abbot in 1838, principal of the academy. In 1856 *Harvard College* conferred upon him the honorary degree of doctor of laws.

Dr. Soule had the advantage of a fine person. He was tall, perfectly erect, and his air was dignified and commanding. His features were bold and handsome, his voice well modulated, his smile winning. His temper was equable, and his self-control was rarely disturbed.

Like Dr. Abbot, he possessed peculiar qualifications for the position of chief of a great school. Many of his predecessor's methods he carried along into his own practice, though his cooler temperament caused, perhaps, a more perceptible distance between him and his pupils. But he understood well how to appeal to their better and nobler instincts, and had confidence in their general rectitude of intention. He never lost consciousness of the fact that boys were men in miniature; and, looking forward through their present to their future, always made a point of treating them in manly fashion. He had a remarkable store of anecdotes, from which he used to draw illustrations to enforce his teachings. Here he never missed his aim. His happy allusions and scholarly, clean-cut sentences sent home to the understanding of the densest and least attentive of his flock many a wholesome truth that outlasted the memory of Latin and Greek in its salutary influence upon the life and character.

Dr. Soule was probably conservative by nature; he was certainly so by position, for that necessarily comes of the responsibilities attending authority. Yet his experience in dealing with youth, and his recognition of the advance of ideas in successive generations, induced him to countenance changes which might have alarmed a more timid pilot. Under his administration the students made a great forward stride in self-government. They were given to understand that they were not to be held amenable to any written code, but were to conform their conduct to the common law of right and propriety, recognized by every member of an enlightened community; and it was while he held the reins of government that the radical innovation of allowing all the students the privilege of preparing lessons in their own rooms, unwatched by tutors' eyes, was introduced.

Notwithstanding the amount of freedom that had always been allowed the members of the school, there is no doubt that this experiment caused some anxiety. No doubt, too, the principal was somewhat influenced in his course by the younger and more adventurous spirits that were his coadjutors in the academy. But it argues well for his clear vision and for his capacity for progress that he yielded his concurrence in novelties which successful experiment has demonstrated to be improvements. Time has fully justified the forward steps which he sanctioned, and the greater liberty accorded the students has awakened a response in the increase of manliness and self-respect in the school.

As an instructor, especially in his chosen department, the ancient classics, Dr. Soule's qualifications and success were of the highest. In the Latin language and literature, to which he gave special attention, he was preeminent. His thorough knowledge, his critical exact-

ness, his cultivated taste, enabled him to make the study of the authors of antiquity a pleasure, instead of a task, to his pupils. "In this department," it has been justly said, "he left his brilliant record in all our colleges." No better work, no more thorough training, presented itself for examination from any quarter than that which was accomplished under his immediate inspection.

It was a crucial test of Dr. Soule's capacity that he was chosen to follow Dr. Abbot, whose success had been so unexampled, and who was regarded with such deference, not to say reverence, by the community. A man of inferior parts would have been dwarfed by the comparison. But the two men had certain important qualities in common—scholarship, the gift of command, and especially that fine influence which springs from innate courtesy and sense of justice. Both were gentlemen, not merely in their manners, but in their hearts. They set the example by words and acts of Christian kindness and honorable sentiments, united with perfect urbanity. They inspired their pupils not only with the love of learning, but with an appreciation of the graces of character and of the amenities of refined life.

It is the unanimous verdict that Dr. Soule wielded with equal vigor and success—and that, too, over a widening field—the authority which his predecessor had employed to such excellent purpose. Heartily and justly as the pupils of the earlier principal acknowledge their obligations to him for his agency in developing whatever was best in their nature, those who studied under his successor recognize the value of his services and influence with no less gratitude and fervor. To both is the academy indebted in equal measure for its past glories and its present efficiency.

Dr. Soule married Elizabeth Phillips Emery, of Exeter, who survived him. They had three children who reached adult age: Charles Emery Soule, assistant surrogate in New York City, now deceased; Nicholas Emery Soule, who studied the profession of medicine, but afterwards was the teacher of a classical school in Cincinnati, Ohio, and was for several years a trustee of the academy, and Augustus Lord Soule, formerly a justice of the supreme court of Massachusetts, afterwards counsel of the Boston and Albany Railroad corporation in Boston, and now deceased.

Dr. Soule died in Exeter on the 28th of May, 1879. In view of the event, the trustees adopted the following resolution:

*Resolved*, That the trustees place upon the record some expression of their regard for the character of the deceased and for the services he rendered to the academy. His devotion to the interests of the school was unwavering. He brought to the work of instruction and government earnest zeal, fine literary culture, love for young men, a nice sense of honor and integrity, dignity and courtesy of a high order, fidelity, and generosity. These traits he applied with wisdom and success to the interests of the young men under his care. His love for the academy and his concern for the welfare of it ended only with his life. His

name was cherished with affectionate veneration, and the reputation which the school acquired under his management is his fitting monument. The trustees desire to express their sympathy with the widow and family of the deceased, and to join them in loving respect for his memory.

On the 8th of June following, Rev. Dr. John H. Morison delivered, in the Second Church, in Exeter, a discourse commemorative of the excellent qualities and services of Dr. Soule, which was published at the expense of the academy.

Albert Cornelius Perkins, A. M., was elected to fill the vacancy occasioned by Dr. Soule's resignation, and entered upon his duties at the beginning of the year 1873-74. He was a graduate of Dartmouth College in the class of 1859, and received from his alma mater the degree of doctor of philosophy in 1879.

In 1874 the capacity of the academy to furnish help to students of restricted means was much augmented by the bounty of Jeremiah Kingman, a gentleman of property in Barrington, N. H. By his will he constituted the academy his residuary legatee, the income of the bequest to be applied annually to "the support of indigent meritorious students attending said academy." From this source the sum of more than \$36,000 has been added to the resources of the academy, which is termed the "Kingman fund."

In the year following, Woodbridge Odlin, of Exeter, offered to the academy a donation of \$20,000 for the purpose of founding a professorship of English in the school, to be known by his name. This, of course, implied the revival in the academy of the English department, which had been for many years discontinued. On mature deliberation the trustees decided to accept the generous proposal of Mr. Odlin, and the English department was reinstated.

In 1879 George Reed, of Boston, Mass., completed a gift to the general fund of the academy of \$10,000; and in the year following Henry Winkley, of Philadelphia, a native of New Hampshire, well known by his generous contributions for worthy objects, sent to the trustees a second sum of \$5,000, which, with what he had before given and his subsequent bequest of \$20,000, makes the amount of his benefaction to the academy \$30,000, to be used "for the benefit and purposes thereof as the trustees might think best."

On June 20 and 21, 1883, was celebrated the centennial anniversary of the foundation of the academy. There was a grand gathering of the alumni, at which addresses were made by the venerable Prof. Alpheus S. Packard and others; an oration was delivered by Rev. Dr. Horatio Stebbins and a poem by Edward Hale, A. B. At the public dinner the distinguished historian, George Bancroft, presided, and speeches were made by Rev. Dr. A. P. Peabody, Gen. Benjamin F. Butler, Rev. Dr. Roswell D. Hitchcock, and others. The occasion was also signalized by a substantial addition to the general fund of the institution by gifts from John C. Phillips, a member of

the board of trustees and of kin to the founder, and of several of the alumni.

Dr. Albert C. Perkins, who had filled the office of principal for ten years, resigned the position in 1883, upon receiving an urgent invitation to take charge of the Adelphi Academy, of Brooklyn, N. Y., at an increase of salary which he could not, in justice to his family, decline.

For the year succeeding the academy was conducted by the remaining members of the faculty, the two seniors of whom, Prof. George A. Wentworth and Prof. Bradbury L. Cilley, had for a quarter of a century been connected with the school and were thoroughly familiar with its methods of instruction and government.

In 1884 Rev. Walter Quincy Scott, D. D., was elected principal, and entered upon the performance of his duties. He was a graduate of Lafayette College, Pennsylvania, and had recently been the president of the Ohio State University, prior to which he had twice occupied the chair of a college professor.

Within the same year the academy received from the estate of Dr. Francis P. Hurd, a native of Exeter and a son of the former theological instructor, a legacy of \$50,000.

In the year 1885 was completed the construction of a gymnasium upon the academy grounds. A portion of the expense was defrayed by gifts from the younger alumni, who were specially interested. The building is of brick, 100 feet in length and 60 feet in breadth, and comprises two stories and a basement. It contains all the most approved apparatus and conveniences for gymnastic exercises and the like, and constitutes an indispensable adjunct to the means of a thorough academic training at the present day.

At the death of Hon. Francis E. Parker, of Boston, Mass., in 1886, the academy, as one of his residuary legatees, became entitled to the sum of upward of \$112,000 as an addition to its general fund.

In 1888 a physical laboratory was erected upon the academy grounds, with all the appliances necessary and desirable for the experimental study of physical science.

Dr. Walter Q. Scott resigned the office of principal in 1889, after a service of five years, to accept a partnership in a publishing house in Chicago which assured him a greatly increased compensation. In the interim of one year which occurred before the appointment of his successor, the conduct of the school devolved upon the faculty, of whom Professor Wentworth was appointed chairman.

In the summer of 1890 a chemical laboratory was erected on the academy grounds, a counterpart in size and appearance, as well as in its adaptation to the uses for which it is designed, to the physical laboratory.

In 1890 the office of principal was filled by the election of Charles Everett Fish, A. B., a graduate of Harvard University (1880), who had

for some time been at the head of a private classical school in Worcester, Mass. He had previously had charge of schools in Auburn, Me., and in Chicopee and in Springfield, Mass.

The object of the Phillips Exeter Academy is to furnish to its students the elements of a solid education; to prepare them for the pursuit of more advanced studies in other institutions, or for direct entrance upon the active occupations of life. The ends aimed at, in addition to the acquisition of those branches of knowledge embraced in the curriculum, are the training of the moral, mental, and physical powers and the formation of a manly character.

The school is strictly nonsectarian, and includes students belonging to various religious denominations. They are all required to attend devotional services on Sundays, but at such churches as they or their parents or guardians may severally choose. Brief religious exercises are also conducted by the officers of the academy daily in the chapel.

The morals of those connected with the school are carefully inquired into and watched over by the instructors, and every deviation from correctness is noted and made the subject of such counsel or admonition and, if need be, of such discipline as is thought most likely to prevent its recurrence. Students whose moral influence is deemed injurious to their fellows are at once dropped from the rolls.

A good degree of freedom is allowed to the students. They are not required to study in the academy building nor under the eye of a master, nor are they customarily attended by one having authority over them. But there are specified hours of study which each pupil is expected to improve in his own room, and there are universally recognized rules of correct conduct which he is required at all times to observe. It is believed that the liberty thus granted to members of the academy has usually been most advantageous in assisting them in the formation of habits of self-reliance and of a manly character.

The excellence of the instruction and the thoroughness of the drill, which the Phillips Exeter Academy has uniformly maintained, are too well known throughout the country to need any further mention here. The teachers are specialists, and have all the facilities for meeting the latest requirements of scientific progress in their several departments.

The benefactions from the funds of the academy to pupils of merit who are in narrow circumstances, in the shape of remission of tuition and special and foundation scholarships, amount to more than \$10,000 yearly. In addition to this rooms are supplied to 50 such students, in Abbot Hall, at little more than a nominal rent and board at a common table, for the same number, at the mere cost thereof.

As an encouragement to those of ampler means also, a certain number of the members of each class, who excel in scholarship and standing, are each term announced, and their names are published in the

yearly catalogues as "honor men," who thus entitle themselves to free tuition for the succeeding term.

The students maintain two literary societies for debates, dissertations, and similar exercises. Each has a library of respectable size; and access to the library of the academy, which contains many valuable works of reference, is open to all. A weekly journal, *The Exonian*, and a magazine, *The Phillips Exeter Literary Monthly*, are edited and supported by the members of the academy.

To meet the prevailing demand for training in athletic exercises the gymnasium is equipped with the best apparatus that can be procured and is fitted with a running track, a room for baseball practice, bowling alleys, bathrooms, etc. Exercises under the supervision of a skilled director form a part of the regular course of academic training. The "campus," for outdoor sports, contains 7 acres, and has a running track and tennis courts. The athletic tournaments and interscholastic contests are among the most interesting and exciting events in student life.

The whole number of pupils entered for the present year is 265, representing nearly every State and Territory in the American Union. Of these upward of two-thirds take the classical and the remainder the scientific course.

The following are the studies pursued during the four years of the classical course:

#### PREPARATORY CLASS.

##### FIRST TERM.

Latin ..... Allen and Greenough's Grammar. Collar and Daniell's  
Beginner's Latin Book.  
Mathematics ..... Wentworth and Hill's Arithmetic.  
History ..... United States.  
English ..... Elements of English Composition. Punctuation. Dictation.

##### SECOND TERM.

Latin ..... Grammar and Lessons. *Viri Romæ*. *Cæsar's Gallic War*,  
Books II, III. Exercises in writing Latin.  
Mathematics ..... Arithmetic, finished.  
History ..... United States.  
English ..... Selections. Letter writing.

##### THIRD TERM.

Latin ..... *Cæsar's Gallic War*, Books I, IV. Sallust's *Catiline* or  
*Jugurtha*. Composition.  
Mathematics ..... Wentworth's Algebra, begun.  
History ..... United States.  
English ..... Selections. Compositions.

JUNIOR CLASS.

FIRST TERM.

Latin .....	Virgil's <i>Æneid</i> , Books I, II. Collar's Latin Composition. Exercises in writing Latin at sight, continued throughout the year.
Greek .....	Goodwin's Grammar. White's Lessons.
Mathematics .....	Wentworth's Algebra.
English .....	Longfellow's <i>Evangeline</i> . Goldsmith's <i>Deserted Village</i> and the Traveller. George Eliot's <i>Silas Marner</i> . Compositions, continued throughout the year.

SECOND TERM.

Latin .....	Virgil's <i>Æneid</i> , Books III, IV. Collar's Composition.
Greek .....	Grammar and Lessons, continued.
Mathematics .....	Algebra, continued.
English .....	Gray's <i>Elegy</i> . Dryden's <i>Alexander's Feast</i> . Irving's <i>Alhambra</i> .

THIRD TERM.

Latin .....	Virgil's <i>Æneid</i> , Books V, VI. Collar's Composition. Reviews.
Greek .....	Xenophon's <i>Anabasis</i> , Book I. Exercises in writing Greek begun, and continued throughout the year.
Mathematics .....	Algebra, finished. Wentworth's <i>Geometry</i> , Book I.
English .....	Coleridge's <i>Ancient Mariner</i> . Lowell's <i>Vision of Sir Launfal</i> . Hawthorne's <i>House of the Seven Gables</i> .

MIDDLE CLASS.

FIRST TERM.

Latin .....	Virgil's <i>Eclogues</i> . Ovid's <i>Metamorphoses</i> , Selections. Latin at sight. Latin Composition. Writing Latin, continued throughout the year.
Greek .....	<i>Anabasis</i> , Books II, III, IV. Greek Testament.
Mathematics .....	Wentworth's <i>Plane Geometry</i> , finished.
Physics .....	<i>Mechanics</i> , with laboratory work.
English .....	Scott's <i>Quentin Durward</i> and <i>Marmion</i> . Carlyle's <i>Essay on Scott</i> . Macaulay's <i>Lays of Ancient Rome</i> . Compositions, continued throughout the year.

SECOND TERM.

Latin .....	Caesar's <i>Civil War</i> at sight. Latin Composition continued.
Greek .....	Extracts from <i>Hellenica</i> or <i>Cyropædia</i> . Greek Testament.
Mathematics .....	Wentworth and Hill's <i>Manual of Geometry</i> .
Physics .....	<i>Sound and Heat</i> , with laboratory work.
History .....	Pennell's <i>Ancient Greece</i> . Leighton's <i>History of Rome</i> .
Ancient Geography .....	
English .....	Pope's <i>Rape of the Lock</i> and <i>Essay on Criticism</i> . Thackeray's <i>English Humorists</i> .



## THIRD TERM.

Latin .....	Reviews. Latin at sight. Composition.
Greek .....	Xenophon at sight.
Mathematics .....	Wentworth and Hill's Manuals of Arithmetic, Algebra, and Geometry.
Physics .....	Light and Electricity, with laboratory work.
History .....	Leighton's Rome, finished. General Review.
Ancient Geography.	
English .....	Shakespeare's Merchant of Venice.

## SENIOR CLASS.

## FIRST TERM.

Latin .....	Cicero, seven orations. Exercises in writing Latin.
Greek .....	Herodotus, Book VII.
Mathematics .....	Wentworth's Solid Geometry.
French .....	Sauveur's Shorter Course.
German .....	Faulhaber's One Year Course.
Chemistry .....	Elementary Chemistry, with laboratory work.
Physics .....	Principles and Methods of Physical Measurements, with laboratory work in Mechanics.
English .....	Shakespeare's As You Like It. Rhetoric, Compositions, and Declamations, continued throughout the year.

## SECOND TERM.

Latin .....	Virgil's Æneid, Books VII, VIII, IX. Cicero at sight. Exercises in writing Latin.
Greek .....	Homer's Iliad, Books I, II, III.
Mathematics .....	Wentworth's Plane and Spherical Trigonometry. Wentworth and Hill's Logarithms.
French .....	Sauveur's Shorter Course. Contes Merveilleux.
German .....	Faulhaber's One Year Course.
Chemistry .....	Elementary Chemistry, with laboratory work.
Physics .....	Principles and Methods of Physical Measurements, with laboratory work in Sound and Heat.
English .....	Selections from Macaulay and Webster.

## THIRD TERM.

Latin .....	Cicero and Virgil at sight. Exercises in writing Latin.
Greek .....	Herodotus and Homer at sight.
Mathematics .....	Wentworth's Surveying and Navigation.
French .....	Prose Selections and Sight Translations.
German .....	Prose Selections and Sight Translations.
Chemistry .....	Elementary Chemistry, with laboratory work.
Physics .....	Principles and Methods of Physical Measurements, with laboratory work in Light, Electricity, and Magnetism.
English .....	Shakespeare's Julius Cæsar. Review.

NOTE.—The branches above indicated for the first three years are required of all. In the senior year some choice of electives is allowed.

Advanced courses in French and German are offered to students who can read readily.

The following are the studies pursued during the four years of the English course:

PREPARATORY CLASS.

FIRST TERM.

Latin ..... Allen and Greenough's Grammar. Collar and Daniell's  
Beginner's Latin Book.  
Mathematics ..... Wentworth and Hill's Arithmetic.  
English ..... Elements of English Composition. Punctuation. Dictation.  
History ..... United States, Johnston's.  
Geography ..... Swinton's.

SECOND TERM.

Latin ..... Cæsar's Gallic War. Grammar and Exercises.  
Mathematics ..... Arithmetic, finished.  
English ..... Selections. Letter Writing.  
History ..... Continued.  
Geography ..... Continued.

THIRD TERM.

Latin ..... Cæsar's Gallic War. Grammar and Exercises.  
Mathematics ..... Wentworth's Algebra, begun.  
English ..... Selections. Composition.  
History ..... Finished.  
Geography ..... Finished.

JUNIOR CLASS.

FIRST TERM.

English ..... Longfellow's Evangeline. Goldsmith's Deserted Village and  
The Traveller. Thackeray's and Macaulay's Goldsmith.  
George Eliot's Silas Marner. Compositions, continued  
throughout the year.  
History ..... England, Green's.  
Latin ..... Cæsar.  
Mathematics ..... Algebra, continued.  
Physics ..... Mensuration and Hydrostatics, with laboratory work.  
Chemistry ..... Elementary Chemistry, with laboratory work.

SECOND TERM.

English ..... Gray's Elegy. Macaulay's Essay on Dryden. Dryden's Alex-  
ander's Feast and MacFlecknoe. Irving's Alhambra.  
History ..... England, Green's.  
Latin ..... Virgil.  
Mathematics ..... Algebra, continued.  
Physics ..... Elementary Mechanics, with laboratory work.  
Chemistry ..... Elementary Chemistry, with laboratory work.

THIRD TERM.

English ..... Coleridge's Ancient Mariner. Lowell's Vision of Sir Launfal.  
Tennyson's Idylls of the King. Hawthorne's House of the  
Seven Gables.  
History ..... England, Green's.  
Latin ..... Virgil.  
Mathematics ..... Algebra, finished. Wentworth's Geometry, begun.  
Physics ..... Elementary Heat and Electricity, with laboratory work.  
Chemistry ..... Elementary Chemistry, with laboratory work.

## MIDDLE CLASS.

## FIRST TERM.

English .....	Scott's <i>Quentin Durward</i> and <i>Marmion</i> . Carlyle's <i>Essay on Scott</i> . Macaulay's <i>Lays of Ancient Rome</i> . Compositions, continued throughout the year.
History .....	General.
French .....	Sauveur's French Course.
German .....	Faulhaber's One Year Course.
Mathematics .....	Plane Geometry, finished.
Physics .....	Mechanics, with laboratory work.
Chemistry .....	Descriptive Chemistry, with laboratory work.

## SECOND TERM.

English .....	Pope's <i>Rape of the Lock</i> and <i>Essay on Criticism</i> . Thackeray's <i>English Humorists</i> . Johnson's <i>Life of Pope</i> .
History .....	General.
French .....	Sauveur's French Course. <i>Contes Merveilleux</i> .
German .....	Prose selections.
Mathematics .....	Wentworth and Hill's <i>Manual of Geometry</i> .
Physics .....	Sound and Heat, with laboratory work.
Chemistry .....	Descriptive Chemistry, with laboratory work.

## THIRD TERM.

English .....	Dobson's <i>Eighteenth Century Essays</i> . Shakespeare's <i>Merchant of Venice</i> .
History .....	Finished.
French .....	Prose Selections and Sight Translations.
German .....	Prose Selections and Sight Translations.
Mathematics .....	Wentworth's <i>Solid Geometry</i> .
Physics .....	Light and Electricity, with laboratory work.
Chemistry .....	Descriptive Chemistry, with laboratory work.

## SENIOR CLASS.

## FIRST TERM.

English .....	Selections from Shakespeare, Bacon, and Emerson, Rhetoric, Compositions, and Declamations, continued throughout the year.
History .....	Selections.
French .....	Literature.
German .....	Literature.
Mathematics .....	Plane and Spherical Trigonometry.
Physics .....	Principles and Methods of Physical Measurements, with laboratory work in Mechanics.
Chemistry .....	Qualitative Analysis, with laboratory work.
Astronomy .....	Sharpless and Phillips's.
Psychology .....	Porter's <i>Human Intellect</i> .

## SECOND TERM.

English .....	Selections from Macaulay and Webster.
History .....	Selections.
French .....	Literature.
German .....	Literature.
Mathematics .....	Wentworth's <i>Surveying and Leveling</i> . Practical use of Instruments.
Physics .....	Principles and Methods of Physical Measurements, with laboratory work in Sound and Heat.

Chemistry.....Qualitative Analysis, with laboratory work.  
Geology.....Shaler's.  
Psychology.....Porter's Human Intellect.  
Moral Philosophy....Peabody's.

THIRD TERM.

History ..... Selections.  
English ..... Selections from Johnson and Milton. Review.  
French ..... Literature.  
German ..... Literature.  
Mathematics ..... Wentworth's Analytic Geometry.  
Physics ..... Principles and Methods of Physical Measurements, with  
laboratory work in Light, Electricity, and Magnetism.  
Chemistry.....Qualitative Analysis, with laboratory work.  
Physical Geography. Geikie's.  
Political Economy.. Wayland-Chapin's.

In the junior year students may choose between Latin and chemistry; in the middle year, between French and German. In the senior year all subjects are elective except the modern language, which was chosen in the middle year. Each student must choose not less than four electives.

The following is a list of the present officers and instructors of the academy:

Trustees: George Silsbee Hale, A. M., president, Boston; Charles Henry Bell, LL. D., Exeter; John Taylor Perry, A. M., Exeter; Francis Ormond French, LL. B., New York; George Shattuck Morison, A. M., LL. B., Chicago; Sherman Hoar, A. B., Waltham, Mass.; Charles Everett Fish, A. B., ex officio, Exeter.

Treasurer: John Edward Gardner, A. B., Exeter.

Faculty: Charles Everett Fish, A. B., principal; George Albert Wentworth, A. M., professor of mathematics; Bradbury Longfellow Cilley, A. M., professor of ancient languages; Oscar Faulhaber, Ph. D., professor of French and German; James Arthur Tufts, A. B., professor of English in the classical department; Carlton Beecher Stetson, A. M., instructor in ancient languages; Albertus True Dudley, A. B., director of the gymnasium, and assistant in Latin; William Allen Francis, A. M., instructor in mathematics; Harold North Fowler, Ph. D., professor of Latin; William Abbot Stone, A. B., instructor in physics and chemistry; George Rantoul White, A. M., instructor in chemistry; William Henry Dyer, assistant in the gymnasium.

ACADEMIES, SEMINARIES, AND SELECT SCHOOLS IN NEW HAMPSHIRE INCORPORATED BETWEEN 1783 AND 1890 (PRIVATE SCHOOLS).

	Year.
Academic School, Conway.....	1828
Academical and Theological Institute (including old New Hampton Academy).....	1826
Charter amended.....	1828
Adams' Female Academy, Londonderry.....	1823
Aikens, Goffstown.....	1831
Alstead Academy Association.....	1819
Andover Academy.....	1848
Charter extended.....	1861
Charter revived.....	1874
Antrim.....	1883
Appleton, Mount Vernon.....	1850
Called McCollom's Institute.....	1870

	Year.
Appleton, New Ipswich <sup>1</sup> .....	1789
Atkinson, organized 1787, charter <sup>1</sup> .....	1791
Lottery granted .....	1803
Land granted .....	1809
Aurean, Amherst .....	1791
Austin (old Strafford Seminary, 1832 <sup>1</sup> .....	1866
Boarding and Day School, Portsmouth <sup>1</sup> .....	1874
Boscawen .....	1828
Brackett, Greenland (leave to sell, 1872) .....	1824
Charter amended .....	1876
Barnard Academy, South Hampton <sup>1</sup> .....	1836
Brewster, Wolfsboro .....	1887
Canaan Union <sup>1</sup> .....	1839
Charlestown .....	1791
Chester .....	1833
Chesterfield <sup>1</sup> .....	1790
Lottery granted (1808-1817) .....	1914
Classical Institute (Milton Three Ponds) .....	1866
Claremont .....	1837
Coe's Northwood (Old Northwood Academy) <sup>1</sup> .....	1875
Clinton Grove Academy, Weare .....	
Colby (formerly New London Institute, 1837) <sup>1</sup> .....	1878
Colebrook, chartered 1832, organized <sup>1</sup> .....	1848
Commercial Academy, Portsmouth <sup>1</sup> .....	1873
Concord Literary Institution .....	1835
Conway Academy .....	1828
Contoocook, Hopkinton .....	1856
Dearborn, Seabrook .....	1853
Deering Academy .....	
Durham .....	1817
Incorporated "Durham Academy" .....	1840
Dow Academy, Franconia <sup>1</sup> .....	1885
Effingham Union .....	1819
English and French Day School, Nashua <sup>1</sup> .....	
Exeter, Female .....	1826
Fairmount Military .....	1876
Female Seminary, Haverhill .....	1841
Francestown, charter 1790, organized <sup>1</sup> .....	1800
Franklin, Dover <sup>1</sup> .....	1818
Gaskell's Business College <sup>1</sup> .....	1865
Gilford, Meredith Bridge Village .....	1820
Gilmanton <sup>1</sup> .....	1794
Land grant .....	1809
Grant extended .....	1813
Social library of .....	1815
Chartered .....	1810
Hampton (town may contract with) <sup>1</sup> .....	1872
Hancock Literary and Scientific Institution .....	1836
Haverhill <sup>1</sup> .....	1794
Lottery granted .....	1808
Hebron .....	1839
Henniker .....	1887
Hillsborough .....	1821

<sup>1</sup>Still in operation.

	Year.
Hillsborough Bridge Union School.....	1888
Holmes, Plymouth .....	1808
Called Plymouth Literary and Theological Seminary .....	1835
Hopkinton .....	1827
Grant extended .....	1851
Trustees increased .....	1852
Permanent funds .....	1856
Kimball Union Academy, Meriden <sup>1</sup> .....	1813
Instructors' School, Franklin .....	1831
Keene .....	1867
Kezer Seminary, Canterbury <sup>1</sup> .....	
Kingston, charter 1840, organized <sup>1</sup> .....	1810
Lancaster .....	1808
Trustees of .....	1838
Grant extended .....	1831
United with Union school district .....	1872
Lancaster Academy <sup>1</sup> .....	1827
Lebanon .....	1835
Lebanon Liberal Institute .....	1846
Lee .....	1828
Lyme .....	1839
McCollom Institute, Mount Vernon (1850) <sup>1</sup> .....	1871
Town may aid .....	1881
McGaw Normal Institute, Reeds Ferry (old Merrimack Normal Institute, 1849) <sup>1</sup> .....	1873
Marlow Academy .....	1842
Melville, Jaffrey .....	1832
Milford .....	1835
Milford Seminary .....	1835
Milton Classical Institute .....	1866
Located at Three Ponds Village .....	1867
Mount St. Mary's Academy, Manchester <sup>1</sup> .....	
Moor's Charity School, Hanover .....	1807
Nashua .....	1840
Nashua Literary Institution .....	1840
New Chester .....	1833
New England Masonic Charitable Institute, Effingham Center <sup>1</sup> .....	1861
New Hampshire Conference Seminary, etc., Tilton <sup>1</sup> .....	
Northfield, organized 1845 .....	1852
Name shortened .....	1859
Located at Sanbornton .....	1863
New Hampton <sup>1</sup> .....	1821
Called Academy and Theological Institute in New Hampton .....	1826
Grant extended .....	1828
Literary Institution .....	1853
New Ipswich <sup>1</sup> .....	1789
Appleton inserted .....	1853
Newton High School .....	1881
New London .....	1837
Called New London Literary and Scientific Institute .....	1854
Called New London Literary Institution .....	1855
Charter amended .....	1875
Called Colby Academy .....	1878

<sup>1</sup> Still in operation.

	Year.
Newmarket (and Kingston) Wesleyan .....	1818
Kingston inserted .....	1819
Newport .....	1819
Northwood Seminary <sup>1</sup> .....	1867
Noyes's School, Andover .....	1822
Grant extended .....	1823
Noyes, Canaan .....	1832
Orford .....	1835
Relieved .....	1850
Penacook Normal Academy, Fisherville .....	1866
Pembroke <sup>1</sup> .....	1818
Penniman, Washington .....	1811
People's Literary Institute, etc., Pembroke .....	1841
Peterboro .....	1836
Phillips's Exeter, charter 1781, organized <sup>1</sup> .....	1783
May hold property .....	1883
Pinkerton, Londonderry <sup>1</sup> .....	1814
Incorporated Pinkerton Academy .....	1828
Property limitation .....	1881
Piscataquog Village .....	1848
Leave to sell .....	1870
Pittsfield .....	1830
Charter extended .....	1848
Proctor Academy, charter 1879 <sup>1</sup> .....	1881
Portsmouth .....	1808
Proprietary School, Hampton .....	1810
Robinson (Female) Seminary, Exeter <sup>1</sup> .....	1867
Raymond High School <sup>1</sup> .....	1867
Rochester .....	1827
Rockingham, Hampton .....	1830
Rumford, Concord .....	1834
School for Boys, Holderness <sup>1</sup> .....	1878
St. Paul's School, Concord <sup>1</sup> .....	1855
Charter extended .....	1873
St. Mary's School, Concord <sup>1</sup> .....	1885
St. Aloysius Parochial, Nashua <sup>1</sup> .....	
Salisbury (1795-1799) .....	1859
Salisbury Academical Association .....	1808
Sanborn Seminary <sup>1</sup> .....	1883
Sanbornton .....	1820
Sandwich .....	1824
South Conway Seminary .....	1842
Relieved .....	1851
South Newmarket Methodist Seminary .....	1836
Strafford .....	1836
Strafford Seminary .....	1848
Called "Austin Academy" .....	1866
Strafford Union .....	1833
Merged in Strafford Academy before .....	1836
Sullivan, Newport .....	1836
Sutton .....	1833
Teachers' Seminary, Eppingham .....	1838

<sup>1</sup> Still in operation.

	Year.
Tilden (female) Seminary, West Lebanon <sup>1</sup> .....	1853
Trustees increased .....	1856
"Female" dropped .....	1869
Charter amended .....	1870
Tubbs's Union Academy, Washington <sup>1</sup> .....	1849
Union, Plainfield .....	1813
Charter extended .....	1869
Union, Scientific and Military .....	1836
Wakefield, charter 1827 (organized) <sup>1</sup> .....	1832
Walpole .....	1831
Sold to school district .....	1853
Washington .....	1849
Watson, Epping <sup>1</sup> .....	
Weare Boarding School .....	1838
Wolborough and Tuftonboro, Brewster Academy, 1887 <sup>1</sup> .....	1820
Woodman, Sanbornton .....	1826
Young Ladies' Seminary, Derry Village .....	1833

## SCHOOLS OF A HIGH GRADE (PUBLIC SCHOOLS).

[From a list prepared in 1889.]

Organized.	Organized.
Amherst High School .....	Laconia High School .....
Ashland Graded School .....	Lebanon High School .....
Bethlehem High School .....	Littleton High School .....
Berlin High School .....	Lisbon High School .....
Bristol High School .....	Manchester High School .....
Candia Village High School .....	Marlow High School .....
Charlestown High School .....	Milford High School .....
Chester High School .....	Meredith High School .....
Concord High School .....	Nashua High School .....
Conant High School (Joffrey) .....	Newmarket High School .....
Dover High School .....	Newport High School .....
Dublin High School .....	Peterboro High School .....
Epping High School .....	Pittsfield High School .....
Exeter, Boys' High School .....	Plymouth High School .....
Fisherville High School .....	Portsmouth High School .....
Franklin High School .....	Rindge High School .....
Farmington High School .....	Robinson Female Seminary .....
Freedom High School .....	Rye High School .....
Goffstown High School .....	Rochester High School .....
Gilford High School .....	Rollinsford High School .....
Gorham High School .....	Simonds Free High School
Great Falls High School .....	(Warner) .....
Greenland High School .....	Somersworth High School .....
Hancock High School .....	State Normal (Plymouth) .....
Hanover High School .....	Stevens High School (Claremont) .....
Hampstead High School .....	Troy High School .....
Haverhill Academy .....	Walpole High School .....
Hinsdale High School .....	Watson Academy (Epping) .....
Hillsboro High School .....	Whitefield High School .....
Hollis High School .....	Winchester High School .....
Keene High School .....	Wilton High School .....

<sup>1</sup>Still in operation.



It will be seen that the first high school was organized at Portsmouth in 1830. In 1878 there were 33, and the number has since increased to about 50.

The following is a list of the academies (and the time when chartered) that have been discontinued since 1878:

Nashua Literary Institute, chartered .....	1840
Dropped from list of academies .....	1890
High school founded .....	1870
Adams Female Seminary, East Derry, chartered .....	1823
Dropped from list in annual report (no high school established) .....	1883
Clinton Grove Academy, Weare, organized .....	1837
Dropped from the list (no high school established) .....	1883
Conway Academy, North Conway, chartered .....	1828
Dropped from the list (no high school established) .....	1883
Orford Academy, chartered .....	1850
Dropped from the list (no high school established) .....	1883
Brackett Academy, Greenland, chartered .....	1823
Dropped from the list (high school established) .....	1886
Pittsfield Academy, chartered .....	1830
Dropped from the list .....	1886
High school established .....	1883
Penacook Normal Academy, Fisherville, chartered .....	1866
Dropped from the list .....	1887
High school established .....	(?) 1887
Beede Normal Institute, Center Sandwich, organized .....	1839
Dropped from the list (private high school established) .....	1888
Marlow Academy, chartered .....	1842
Dropped from the list .....	1890
Chester Academy, chartered .....	1853
Dropped from the list .....	1890
Classical Institute, Milton Three Ponds, chartered .....	1866
Dropped from the list .....	1890
Contoocook, chartered .....	1856
Dropped from the list .....	1890
Dearborn, chartered .....	1853
Dropped from the list .....	1890
Henniker, chartered .....	1837
Dropped from the list .....	1890

NOTE, 1898.

*List of colleges, seminaries, and academies in 1898.*

## COLLEGES.

Town.	Name of institution.	Principal.
Hanover .....	Dartmouth College .....	Rev. W. J. Tucker, president.
	Chandler Scientific Department .....	Prof. E. R. Ruggles.
	Medical College .....	Dr. C. P. Frost.
	Thayer School of Engineering .....	Prof. Robert Fletcher.
Durham .....	New Hampshire College of Agriculture and the Mechanics Arts.	Rev. C. S. Murkland, presi- dent.

## NORMAL SCHOOL.

Plymouth .....	State Normal School .....	A. H. Campbell, Ph. D.
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## ACADEMIES, SEMINARIES, HIGH AND SELECT SCHOOLS.

Amherst .....	High School .....	Miss Mary Felton.
Andover .....	Proctor Academy .....	James F. Morton.
Antrim .....	High School .....	A. W. Small.
Atkinson .....	Atkinson Academy .....	H. N. Durham.
Berlin .....	High School .....	Chas. F. Leadbetter.
Bethlehem .....	do .....	Norman J. Page.
Boscawen .....	Academy and High School .....	J. M. Boyd.
Bradford .....	High School .....	Charles Abbott.
Bristol .....	do .....	Miss J. M. Swain.
Canterbury .....	Kezer Academy .....	Isaac H. Storer.
Charlestown .....	High School .....	Mabel A. Folsom.
Claremont .....	do .....	M. C. Smart.
Colebrook .....	Academy and High School .....	James Monohon.
Concord .....	High School .....	John F. Kent.
	St. Mary's School .....	Miss E. M. Gainforth.
	St. Paul's School .....	Rev. Dr. Jos. H. Coit.
Deerfield .....	High School .....	E. W. Wright.
Derry .....	Pinkerton Academy .....	George W. Bingham.
Dover .....	High School .....	Frank W. Whitney.
	Franklin Academy .....	T. W. H. Hussey.
Epping .....	High School .....	Wm. S. Mason.
Exeter .....	Phillips Academy .....	Harlen P. Amen.
	Robinson Seminary .....	George W. Cross.
	High School .....	Albion Burbank.
Farmington .....	do .....	A. B. Allen.
Franconia .....	Dow Academy .....	F. W. Ernst.
Francestown .....	Academy .....	F. G. Allen.
Gilmanton .....	do .....	
Goffstown .....	High School .....	C. A. Crooks.
Gorham .....	do .....	George W. Stone.
Greenland .....	do .....	Mary A. Lyon.
Hampstead .....	do .....	F. E. Merrill.
Hampton .....	Academy .....	Jack Sanborn.
Hanover .....	High School .....	R. E. Stevens.
Henniker .....	do .....	O. C. Evans.
Hill .....	Pemigewasset High School .....	Elizabeth Colley.
Hillsboro .....	High School .....	Isaac Copp.
Hinsdale .....	do .....	Charles H. Patterson
Holderness .....	School for Boys .....	Rev. Loren Webster
Hollis .....	High School .....	Fred W. Dudley.
Jaffrey .....	Conant High School .....	H. J. Locke.
Jefferson .....	Jefferson Hill High School .....	Flora Wheeler.
Keene .....	High School .....	Robert A. Ray.
Kingston .....	Academy .....	Laura Bigelow.
	Sanborn Academy .....	F. T. Farnsworth.
Laconia .....	High School .....	H. H. Tucker.
	Private School .....	Mrs. F. W. Birchall.
Lancaster .....	High School .....	E. S. Miller.
Lebanon .....	do .....	Robert Forsyth.
Lebanon (West) .....	do .....	H. W. B. Arnold.
Lisbon .....	do .....	C. L. Wallace.
Littleton .....	do .....	F. B. Pelton.
Manchester .....	do .....	Albert Somes.
Meredith .....	do .....	Lillian M. Caverly.
Meriden .....	Kimball Union Academy .....	W. H. Cummings.
Merrimack .....	McGaw Institute .....	F. J. Sherman.
Milford .....	High School .....	H. C. Morrison.
Milton .....	Nute High School .....	A. T. Smith.
Mount Vernon .....	McCollom Institute .....	George A. Cox.

*List of colleges, seminaries, and academies in 1898—Continued.*

## ACADEMIES, SEMINARIES, HIGH AND SELECT SCHOOLS—Continued.

Town.	Name of institution.	Principal.
Nashua .....	High School .....	Lemuel S. Hastings.
New Boston .....	do .....	Blanche L. Carr.
New Hampton .....	New Hampton Literary Institute .....	Dr. A. B. Meservey.
New Ipswich .....	Appleton Academy .....	Wm. A. Preston.
New London .....	Colby Academy .....	George W. Gile.
Newmarket .....	High School .....	Alfred E. Upham.
Newport .....	do .....	F. O. Chellis.
Newton .....	do .....	Miss A. M. Allen.
Northumberland .....	do .....	E. J. Deane.
Northwood .....	Northwood Seminary .....	L. G. Williams.
Northwood Center .....	Coe's Academy .....	J. W. Brown.
Pembroke .....	Academy .....	Isaac Walker.
Peterboro .....	High School .....	A. B. Call.
Pittsfield .....	do .....	Warren C. Fisher.
Plymouth .....	do .....	Paul R. Jenks.
Portsmouth .....	do .....	Irving H. Upton.
Raymond .....	Private School .....	Georgiana S. Woodbury.
Rochester .....	High School .....	Henry S. Clark.
Rollinsford .....	do .....	J. S. Richardson.
Somersworth .....	do .....	E. A. Pugsley.
South Hampton .....	do .....	E. S. Watson.
Strafford .....	Barnard High School .....	Mrs. E. A. Shepardson.
Tamworth .....	Austin Academy .....	A. E. Thomas.
Tilton .....	Private School .....	C. F. Huckins.
Troy .....	New Hampshire Conference Seminary .....	G. F. Plympton.
Walpole .....	High School .....	G. O. Smith.
Warner .....	do .....	E. L. Sherwin.
Washington .....	Simond's High School .....	A. L. Saben.
Whitefield .....	Tubbs' Academy and High School .....	F. P. Newman.
Wilton .....	High School .....	H. W. Hurd.
Winchester .....	do .....	Elvira Morrill.
Wolfeboro .....	do .....	W. O. Smith.
Woodsville .....	Brewster Free Academy .....	E. H. Lord.
	High School .....	S. W. Robertson.

## Chapter III.

### DARTMOUTH COLLEGE.

[Authorized.]

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#### THE COLLEGE.

Dartmouth College has a peculiar and somewhat romantic history. It was the outgrowth of an Indian school, commenced by Rev. Eleazar Wheelock, in Lebanon, Conn. In addition to his parish duties Wheelock in the year 1754 began the instruction of 2 Indian boys, John Pumpshire and Jacob Woolley, procured by him for that purpose from the Delaware tribe in New Jersey. He did it in pursuance of a plan deliberately formed to extend his Christian influence beyond the limits of his parish. The number of pupils soon increased to 20, together with 3 English youths, and in ten years to 30, of whom about one-half were English. His plan was eminently judicious. He proposed to train Indians of both sexes, not only in religion and secular learning, but in all the arts and customs of civilized life, domestic, agricultural, and mechanical, and to send them back to their tribes to be teachers and preachers, as well as examples in every available mode of elevating their race, accompanied by English missionaries trained in the same school to be their helpers and leaders.

It is unnecessary to follow in minute detail the history of this school. In honor of Joshua Moor, a farmer of Mansfield, who made a donation of a house and 2 acres of land, the institution was named Moor's Indian Charity School. It became widely known, gained great favor, and received contributions from individual benefactors and from public bodies. The general assembly of Massachusetts and that of New Hampshire each made a donation to it, and the legislature of Connecticut recommended a contribution throughout all the congregations in the colony. The society in Scotland for promoting Christian knowledge appointed a board of commissioners in this country to receive funds for the school, and the London commissioners in Boston made several grants for the same purpose. The best-known pupils of Wheelock in Lebanon were Samson Occum, the noted Indian preacher, and Joseph Brant, the Mohawk chief, afterwards unfortunately notorious as the active ally of the British during the war of the Revolution. He had been won over to the British side, however, by

the marked attentions which he received in England at the outbreak of the war. It may be added that in the year 1801 he sent his two sons, Jacob and Joseph, to the charity school, then established at Hanover, the former of whom afterwards became a member of the colonial assembly of Upper Canada.

Wheelock was early reminded by legal advice of the need of a charter, but the commencement of the war between England and France, in which the Indian tribes largely sided with the French, rendered the design unpopular. He made application to the British ministry through Lord Halifax, but was advised by him to secure an act of incorporation from the Connecticut assembly, with a promise that it should then be ratified by the council. In May, 1758, he accordingly applied to the assembly and secured an act of the house of representatives, which was negatived by the governor and council, partly because he wanted liberty to locate his school in any of the colonies and partly for the quite different reason that the colonial government of Connecticut was engaged in a contest with Yale College. Another attempt in 1763 to secure a charter from the British Government and a second application to the Connecticut assembly in 1764 proved equally unsuccessful; and in 1765, when Wheelock was arranging to send Rev. Messrs. Whitaker and Occum to England to raise money, he was obliged to content himself with a board of trustees in England appointed by himself, but publicly accepting the office under their hands and seals without an incorporation.

It was during these efforts to place the school on a permanent basis that the plan expanded in his mind and included the design of a college. He had been sending his advanced students to Princeton to complete their education. It was inconvenient and would be more so when the school should be removed, as he now contemplated, to some place nearer the great body of the Indians. Having written unsuccessfully to Sir William Johnson for encouragement to establish his school in the neighborhood of the Six Nations, in April, 1763, he addressed General Amherst, then governor of Virginia, proposing to secure a tract of land on the Susquehanna for an institution which should be both an "academy" and a "college." It will best show the breadth and maturity of his plans to give in his own words the "proposal" which was made to General Amherst:

That a tract of land about 15 or 20 miles square, or so much as shall be sufficient for four townships, on the west side of the Susquehanna River, or in some other place more convenient in the heart of the Indian country, be granted in favor of this school: that said townships be peopled with a chosen number of inhabitants of known honesty and integrity, and such as will be kind to and honest in their dealings with Indians; that a thousand acres of land within said grant be given to this school, and that said school be an academy for all sorts of useful learning, part of it to be a college for the education of missionaries, interpreters, schoolmasters, etc., and part of it a school to teach reading, writing, etc., and that there be manufactures for the instruction both of males and females in whatsoever shall be necessary in life, and proper tutors, masters, mistresses be

provided for the same; that those towns be furnished with ministers of the best characters and such as are of ability, when incorporated with a number of the most understanding of the inhabitants, to conduct the affairs of the school and of such missions as they shall have occasion and ability for, from time to time; that there be a sufficient number of laborers upon the lands belonging to the school, and that the students be obliged to labor with them and under their direction and conduct, so much as shall be necessary for their health, and to give them an understanding of husbandry, and those who are designed for farmers, after they have got a sufficient degree of school learning, to labor constantly, and the school to have all the benefit of their labor and they the benefit of being instructed therein until they are of an age and understanding to set up for themselves and introduce husbandry among their respective tribes; and that there be a moderate tax upon all the granted lands after the first ten or fifteen years, and also some duty upon mills, etc., which shall not be burdensome to the inhabitants, for support of the school or missionaries among the Indians, etc. By this means much expense and many inconveniences, occasioned by our great distance from them, would be prevented, our missionaries much better supported and provided for, especially in case of sickness, etc.: parents and children would be much more contented, being nearer to one another, and many would likely be persuaded to send their children for an education who are now dissuaded from it only on account of the great distance of the school from them.

Apparently receiving no favorable response to this proposal, Wheelock continued his correspondence with Sir William Johnson till July, 1766, but in vain. Abandoning further effort to secure a location in the vicinity of the western Indians, he turned toward the northeastern tribes and the region of the upper Connecticut River, in the province of New Hampshire. His latest overture in a different direction had been made to the mayor and other citizens of Albany, N. Y. This, although favorably received and eliciting a warm reply from General Schuyler, proved fruitless, because, as Wheelock wrote to Mr. Whitefield in September, 1766, "we can not get land enough on the Hudson River."

The way had for some time been prepared for his institution in New Hampshire. On the 26th of September, 1758, in the midst of the French and Indian war, the convention of Congregational ministers at Somersworth drew up a petition to Benning Wentworth, governor of New Hampshire, requesting him to grant a charter of "an academy or college within this province." The following year the committee reported to the convention that "notwithstanding the governor manifests some unwillingness at present to grant a charter agreeable to the convention, yet there remains some hope that, after maturer consideration and advice of council, his excellency will grant such a charter as will be agreeable to us and our people." At the same convention a draft of a charter was read, and it was voted "that the said charter is for substance agreeable to the mind of this convention," and a committee was appointed "to do everything which shall appear to them to be necessary in the aforesaid affair." During the next two annual sessions of the convention nothing appears in the proceedings concerning the charter. But Wheelock was still at work.

In response to a memorial from him, the New Hampshire house of representatives appointed a committee to report upon the subject, and on its favorable report voted a grant of £5 sterling per annum for five years. The bill received the sanction of the governor, but it does not appear that the grant was continued beyond the first or second year. On the 28th of the following September the convention of Congregational ministers adopted a paper expressing their many obligations to enlarge the borders of Christ's kingdom in this land, the signal victories granted to our troops, the happy close of the war, "so that a way is now open for the spreading of the light and purity of the gospel among the distant savage tribes, and a large field white unto the harvest is presented before us," closing with a special commendation of Wheelock's enterprise. By this time these various influences were taking effect upon the governor, and before the following January (1763) he had offered "a tract of land" in New Hampshire, provided the school should be located there. The knowledge that a removal from the original location was in contemplation soon brought proposals from numerous quarters, among others, from Lansingburg, N. Y.; Hebron, Conn.; Pittsfield and Stockbridge, Mass., each accompanied with subscriptions of land or of money, frequently of both, to the amount of 2,000 acres of land and £800 of money. In 1766 Wheelock received large offers from the new settlements on the Connecticut River, and had reason to think that near 20,000 acres could be secured from the several towns. An offer was made to have it situated on "Sugar River," 2,000 acres offered for it at Charlestown, N. H., and the same amount at Chester, Vt. The citizens of Lebanon, Conn., were roused to special efforts for the retention of the school, and they set forth, in an earnest and affectionate paper addressed to Wheelock, the inducements they could hold out, including a subscription of £800 sterling.

Meanwhile he took the matter into his own hands, and in July, 1768, sent his agent to confer with Governor John Wentworth, who had succeeded his uncle, Benning Wentworth, and who appears to have been a man of broader views and more enterprising spirit. The agent, Rev. Mr. Cleaveland, was so encouraged by the interview that he proceeded to examine various new townships in which large offers were made by the proprietors, who resided for the most part in the southeastern part of the State. Among the places visited by him were Campton, Rumney, Plymouth, Orford, and Haverhill, the two last mentioned being examined with special attention. The agent also attended in the autumn a large "congress" of several Indian tribes at Fort Stanwix. The results thus far were immediately communicated to the English trustees, who, in August, 1769, replied, advising a location somewhere in the "district of Cowas" (Cohos), whether at Oxford or Haverhill they were in doubt, although favoring **Haverhill.**

Before this answer came Wheelock was preparing his draft of a charter, which he forwarded to the governor, with the suggestion that the institution be called a "college instead of an academy." A little later he wrote to the governor that "if it will be the least satisfaction to you to christen the house to be built after your name, it will be exceedingly grateful to me, and, I believe, to all concerned." This last suggestion, eminently appropriate in view of the governor's indispensable agency in procuring the charter and in other respects, was for some reason not carried into effect; but the governor "cheerfully consented" that Wheelock should express his gratitude to Lord Dartmouth for his great aid in raising funds in England by naming the institution Dartmouth College. Probably it was matter of conciliation to the English friends of the institution, rendered necessary by certain provisions of the charter with which they do not appear to have been well pleased.

The governor appears to have bestowed no little time and thought upon the form and substance of the charter, holding long conferences, among others, with Judge William Parker, of Portsmouth, a well-read and accurate lawyer, friendly to Wheelock. It was a difficult and delicate work to harmonize the different views and interests, and very considerable changes were made in the first draft, designed to improve the plan without estranging its original patrons. One important change made by Governor Wentworth was to strike out a provision giving to the English trustees equal power with the board of trustees here in nominating and appointing a president from time to time. The charter was dated December 13, 1769, was issued in the name of George III, and signed by Governor John Wentworth. There is, perhaps, no reason to suppose that it was ever revised or examined in England. By reason of "the vigilance, plots, and devices of some potent enemies at a distance," Wheelock says, it was found prudent to proceed quietly and "with all convenient speed." It was apparently by friendly negotiation, and perhaps, compromise, that half the first board of trustees were Congregational ministers nominated by Wheelock, and the other six consisted of the governor of New Hampshire, three of his council, the speaker of the house of representatives, and one member of the Connecticut colonial government. The charter provided, however, that as vacancies should occur eight of the trustees should be residents and freeholders of New Hampshire, and seven of them laymen.

The charter is remarkable alike for its emphatic recognition of the original design of the institution, "the spread of the Redeemer's kingdom," and for its distinct provision for "not excluding any person of any religious denomination whatever from the free and equal liberty of education, or from any of the liberties and privileges and immunities of the said college on account of his or their speculative sentiments in religion, and of his or their being of a religious profes-



sion different from the said trustees of the said Dartmouth College." So careful, wise, and complete were its provisions that the Revolution brought no change in its workings or relations except the discontinuance of the oath of fealty to the King of England. What Mr. Webster said of it in his great argument in 1816 still remains true: "Dartmouth College was established under a charter granted by the provincial government, but a better constitution or one more adapted to the condition of things under the present government could not now be found." It was the fruit of long experience, careful consideration, and protracted struggle.

The charter did not definitely fix the location of the institution. It cited the facts that Wheelock had empowered the trustees in England to determine the location of the school, laying before them the several offers which had been generously made, and that they had given preference to the western part of the Province of New Hampshire and then proceeded to "grant, ordain, and constitute that there be a college in our said Province of New Hampshire, by the name of Dartmouth College." As early in the following spring as the traveling would permit, Wheelock, who had now been made a doctor of divinity by the University of Edinburgh, set out in company with two other gentlemen to make a thorough examination of the region extending 50 or 60 miles along the Connecticut River, hearing all the arguments offered for the several localities. Eight weeks were spent in the exploration. They finally fixed upon the southwestern corner of the town of Hanover, for the reasons, general and special, thus stated by Wheelock: "It is most central on the river, and most convenient for transportation up and down the river; as near as any to the Indians; has convenient communication with Crown Point and Lake Champlain, being less than 60 miles to the former and 140 to the latter, and water carriage to each, excepting about 30 miles (as they say), and will be upon the road which must soon be opened from Portsmouth to Crown Point and within a mile of the only convenient place for a bridge across said river. The situation is on a beautiful plain; the soil fertile and easy of cultivation. The tract on which the college is fixed, lying mostly in one body and convenient for improvement, in the towns of Hanover and Lebanon, contains 3,000 acres." To these reasons he adds, in another connection, that "there are in this vicinity, in this part of the country which is now settling, more than 200 towns already chartered, settled and settling, which do or soon will want godly ministers." This last consideration had apparently great weight with him, for he mentions again, as a chief reason, "the importance of sending godly and faithful as well as learned ministers into these parts, which are and likely will be (till the whole continent be filled) settling on the Indian borders as fast as the Indians move back into the wilderness."

This last remark brings forward the important modification which

had already been forced upon his mind and his plans. His "Moor's Charity School," which began as a purely Indian school, had in his own hands gradually changed its constituency, until it had become but an evangelical or missionary enterprise. Beginning with Indian youth alone, he soon found it expedient to introduce three English youths to be trained with them as missionaries to the tribes. He then saw the necessity of increasing the English missionary element in order to accomplish his original aim. The relative proportions continued rapidly to change, until in 1768 they were about equal; in 1769 the English were twice the number of the Indians, and in 1770 he had on his hands two missionaries, sixteen English young men preparing for missions, and only three Indians. In 1771 he was contemplating "the usefulness of it [the school] when there shall be no Indians left upon the continent to partake of the benefit, if that ever should be the case." As the charity school had then no distinct character nor any formal limitation of its methods, it thus took a plastic shape under his management, till it became substantially, as has been said, a missionary enterprise, in his own language, "connected with and subservient to Dartmouth College." At a later period, in the year 1807, on the application of the second president, Wheelock, the school received from the legislature of New Hampshire a distinct act of incorporation, which it now holds, although for want of sufficient funds its active operations have been for a number of years suspended, to be resumed, it is expected, in due time.<sup>1</sup>

When Dr. Wheelock had secured his charter and determined the location of the college in the spring of 1770, during the month of August following he repaired to the spot to superintend in person the opening enterprise. The site was an unbroken forest of enormous pines, one of which Rev. David McClure, D. D., says that he himself measured and found it "270 feet from the butt to the top." On the first cleared area of 6 acres it is said that the felled trees covered the ground 5 feet high and the standing trees shut off the sun till it was far up above the horizon. Here, with a band of laborers, ranging from 30 to 50 in number, he began his toilsome work. The first edifice erected was a log hut 18 feet square, "without stone, brick, glass, or nail;" the next a house for his family, 40 by 32 feet, and another for the students, 80 by 32 feet, and two stories high. Two unsuccessful attempts to find water by digging rendered it necessary to remove his buildings, the house being taken down, apparently, when already erected. He dug in six different places, once 63 feet and once 40 feet, before he found a supply. These annoyances rendered it necessary to delay the coming of his family; but before the message could reach them they were already on the way. They came in a coach presented to him by a London friend, over unfinished and in places almost impassable roads, accompanied by a band of near

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<sup>1</sup> Written in 1889.

thirty students. Nothing was in readiness. The family were housed with all their "stuff" in the "log hut" 18 feet square, the students made booths and beds of hemlock boughs, and it was within two days of November, after storms of rain and snow, before the family took possession of their house. A further discouragement was the failure of two mills which had been built on a neighboring brook. Meanwhile provisions had to be brought for some time mostly from Massachusetts and Connecticut, so that the new colony often had scanty supplies and coarse fare. But Wheelock succeeded in nearly finishing a hall and two or three rooms in the school building before winter, called a meeting of the trustees, and on the 23d of January organized a church. During the following summer a large force was employed in cutting and piling the timber, which, however, was not dry enough to burn for another year. After that came the enormous and costly labor of removing, with inadequate appliances, the huge stumps; and in a year or two the grass land thus prepared was covered with a luxuriant growth of maple and cherry trees, soon rendering it necessary to clear the ground with much labor the second time. In pleasant weather the good Doctor sometimes held morning and evening prayers in the open air with his family and the school; and the students, he writes, "find pleasure and profit in such a solitude." One of them, Levi Frisbie, in a poem of some length sung the glory of the young enterprise, where—

Sweet peace and love each happy soul inspires,  
And balmy Friendship lights her gentle fires;  
In every breast joy crowns each smiling day,  
And cheerful minutes smoothly glide away.  
Calm solitude, to liberal science kind,  
Sheds her soft influence on the studious mind;  
Afflictions stand aloof, the heavenly powers  
Drop needful blessings in abundant showers.

In addition to the ordinary cares of a literary institution and the burdens of raising money for its support, Dr. Wheelock was weighed down with a vast mass of business detail. Besides the heavy care of procuring supplies at a great disadvantage, in order to remove the necessity for so doing we find him about the second or third year cutting 60 tons of hay, planting 20 acres of Indian corn and 15 acres of wheat, felling and girdling the timber on 500 acres, and sowing the land with hay seed. He had inclosed with a fence 2,000 acres for pasturage, built barns, mills, and other buildings (such as a "malt-house, brew-house," and blacksmith's shop), while he was employing from 30 to 40 laborers and seven yoke of oxen and keeping 20 cows. In 1775, after harvesting 800 bushels of grain, in a season of drought, he sowed in the autumn 114 acres, mostly land never before cultivated. He was thus obliged to procure and keep a large amount of agricultural and blacksmith's tools, and was attracting various tradesmen and

mechanics by the offer of house lots, placed in his hands by the trustees for that purpose. Two acres were thus given to John Storrs, "a taverner." As early as 1773 the college owned and managed a ferry across the Connecticut, retaining the ownership more than fifty years. The town of Landaff, which had been granted to the college, though afterwards lost because the title was invalid, was undergoing a similar process of improvement—lands given to settlers, a sawmill, grist-mill, and school house erected, lands cleared, and improvements made.

While carrying on all these complicated operations, Dr. Wheelock took special pains to have his accounts not only examined by the board of trustees, but submitted to auditors appointed by the governor, at least in the years 1774 and 1775, by whom they were formally approved. All this care did not exempt him from the detractions of enemies at nearly every stage of his labors; and in repeated instances the State officials, the ministers of the region, and private individuals found it needful to sustain him with warm letters of approval and commendation. One noteworthy document given him by his immediate neighbors is worthy of preservation:

To the Reverend ELEAZAR WHEELOCK, D. D.,

*President of Dartmouth College.*

REV. AND HONORED SIR: We, the inhabitants of the town of Hanover, under the impression of a most grateful sense of the many privileges and advantages accruing to us, in common with others in these parts, in consequence of your college being introduced among us, and your most animated and zealous endeavors to promote the interest of religion and virtue, beg to present to you our warmest thanks, and to congratulate you upon the amazing prosperity that has hitherto attended your endeavors.

We rejoice with you, Revd. Sir, that the hand of Divine Providence has been so visible in protecting that rising institution whose interest, honor, and reputation have ever been so dear to you, and in so remarkably blasting and confounding the designs of its enemies; and especially when of late they prevailed to propagate many clamors against you with a view to bring a reproach upon you, and upon the sacred cause which is the object of your concern and pursuit, it has appeared to the abundant satisfaction of the trustees universally, upon the most careful examination and inquiry, that these clamors were groundless and injurious, and that your conduct, in the whole of it pertaining to these matters, has been altogether unimpeachable.

And that a righteous and merciful God may continue to plead your cause and prosper your endeavors is, Revd. Sir, the earnest prayer of your truly affectionate, dutiful, humble servants.

NATHANIEL KENDRICK.

ISAAC BRIDGMAN.

DAVID WOODWARD.

EDMUND FREEMAN.

JOHN WRIGHT, Senior.

GIDEON SMITH.

HANOVER, *September 2, 1774.*

Dr. Wheelock lived but five years after the date of this testimonial; and although he had attained the age of 68, his life was undoubtedly shortened by the cares, anxieties, and exposures attending his

enterprise. He died not so much of disease or of old age as because the powers of life were worn out. He lived long enough to see his Indian students dispersed by the war of the Revolution, to be represented in future only by some straggler now and then. Although the only other colleges in New England were Harvard, Yale, and Brown—a region in which at least a dozen more are competing for students—the largest of his classes numbered but 17 graduates, and the total number of graduates during the ten years of his presidency was but 72.

The whole corps of instruction during the administration of Dr. Wheelock consisted of himself and two tutors. In addition to all his other cares he discharged the duties of president of the school and the college, professor of divinity, and pastor of the village church. For all his labors he received no salary, but, so far as appears, only a supply of provisions for his family. We have no exact statement of the course of study pursued in the infancy of the college. It was undoubtedly much the same as that of Yale College at the same time, for three of the four graduates of the first class (1771) had come directly from Yale to Dartmouth. In regard to the fourth, Samuel Gray, we fortunately possess a statement from the teacher who fitted him as to the preparation with which he presented himself for admission to the senior class. "He will be found upon examination to be pretty well acquainted with Virgil, Tully, and Horace. He is likewise able to construe any part of the Greek Testament. He parses and makes Latin rather better than common. He has been through the first twelve books of Homer, but, as 'tis more than a year since he recited that author, I am afraid he has lost the greater part of what he then understood pretty well. In arithmetic, vulgar and decimal, he is well versed. I have also taught him trigonometry, altimetry, longimetry, navigation, surveying, dialing and gauging. He has been through Martyn's Philosophical Grammar twice, the greater part of which he understands very well. He has likewise studied Whiston's Astronomy, all except the calculations, which he doth not understand. He is likewise pretty well acquainted with geography and the use of the globes. He went through Watts's Logic last winter, but having no taste for that study, or, rather, an aversion to it, he is not so well skilled in it as in some other parts of learning. About a year ago he went through so much of rhetoric as is contained in the 'preceptor,' but I suppose he has forgot the most of it. Upon the whole, though he may not, perhaps, be so well versed in some parts of learning as the class he proposes to enter, yet if he applies himself to his studies with proper diligence he will be rather an honor than a disgrace to any college where he shall be graduated." Two candidates for the junior class the following year had read, as stated by their instructor, "enough of Virgil and the lower Latin classics, together with a sufficient knowledge of the Greek Testament, to

enable them to pass into any of the colleges as freshmen. To qualify them, also, for the junior year, he writes that "the first year I confined them to Virgil, Cicero's Orations, together with their improvement in geography, rhetoric, and occasional declamations, etc. This second year they have been reading Homer and Horace, Cicero de Oratore, and a part of Xenophon. I have also carefully instructed them in all the four parts of logic from Dr. Finlay's Latin Compend, expounding the same by familiar lectures, for the most part extracted from Mr. Locke and Dr. Watts. There is one kind of study which this last year they have been much employed in; I mean double translation. Their improvement therein will appear to you by casting your eye on their various manuscripts. I would observe to you that I have not introduced them to the knowledge of mathematical learning, knowing it is most usual in colleges to put them to those studies in the junior year." The president replies that he finds them "deficient in several parts of learning in which the class have made some proficiency, viz., in mathematics, geography, and parsing Greek. They have studied Tully de Oratore and Xenophon and some in Homer more than that class have done." But he concludes to take them into the junior class on condition of their reciting, with the sophomores, the studies in which they were deficient while the junior class was engaged in studies which they had pursued.

The college had had a hard struggle for existence. Soon after the death of its founder it appeared, by an estimate of the treasurer, that "all the property of the corporation, if sold at vendue, would not be sufficient to cancel its debts." By the charter Dr. Wheelock had the right to appoint his successor. Of three persons nominated by him in his last will, the trustees made choice of his son, John Wheelock, a graduate of the college in its first class, for two years a lieutenant-colonel in the Continental Army, and, at the time of his father's death, an inmate of the family of General Gates, at Albany. He accepted the office, but the next year tendered his resignation, which he was dissuaded from pressing. His presidency continued for thirty-six years, extending through a period of history in many respects eventful to the institution. He entered upon his work with a good degree of enterprise. In 1782 he visited Holland and England, abundantly provided with letters of introduction "from the highest sources" (Washington and other public men), to raise funds. No great amount of money appears to have been secured, but some difficulties were adjusted which had for a time prevented any receipts from the Indian fund deposited at Edinburgh.

Among the additions to the material resources of the college during this long administration were the following: The grant by the legislature of Vermont, in 1785, of the township of Wheelock to the college and the charity school, in equal ownership; a grant in 1789 by the legislature of New Hampshire of a township 8 miles square, as a partial

compensation for the forfeiture of the town of Landaff, which (if we rightly understand Dr. John Wheelock) had involved the college in debts amounting at that time to \$30,000; a subsequent grant by New Hampshire of a township 6 miles square (the "second college grant"), still held by the college, and covered by timber of considerable value; a gift of 4,000 acres of land and a small sum of money as the foundation for the Phillips professorship of divinity, which has since accumulated to \$9,500; and a legacy from Rev. Israel Evans, of Concord, N. H., as the foundation of the "Evans professorship," now amounting to about \$15,000. By great and protracted exertions money was subscribed and paid in lingering installments for another college building. The foundation was laid in 1785, but the building was not completed till nearly seven years later. It still stands, an edifice three stories high, 150 feet by 50, a building of fine proportions, and the only one now remaining that dates back a hundred years. A chapel, measuring 50 feet by 36, was erected in 1790, which long ago disappeared, part having been converted, it is said, into a stable. A building was also erected for the use of Moor's School, since replaced by a much better structure still belonging to the school, though occupied for the present by the Chandler School of Science and the Arts. The appointment in 1798 of Dr. Nathan Smith as a medical professor laid the foundation for the Dartmouth Medical School. In 1796 the candidate for the freshman class "must be versed in Virgil, Cicero's Select Orations, the Greek Testament, be able accurately to translate English into Latin, and also understand the fundamental rules of arithmetic." These requirements remained unchanged in 1811. An announcement of the same date gives a general statement of the curriculum thus:

The languages, the arts and sciences are studied in the following order: The freshman class study the Latin and Greek classics, arithmetic, English grammar, and rhetoric. The sophomore class study the Latin and Greek classics, logic, geography, arithmetic, geometry, trigonometry, algebra, conic sections, surveying, belles-lettres, and criticism. The junior class study the Greek and Latin classics, geometry, natural and moral philosophy, and astronomy. The senior class read metaphysics, theology, and natural and political law. The study of the Hebrew and the other Oriental languages, as also the French language, is recommended to the student.

Declamations, orations, and other compositions were regularly required, but "tragedies, plays, and all irreligious expressions and sentiments are prohibited." It was further stated that "the president attends morning and evening prayers with the students in the chapel, and often delivers lectures to them on ecclesiastical history, on the doctrines of the Christian religion, or other important subjects. He hears the recitations of the senior class."

As early as 1783 a literary society, the "Social Friends," was formed, which began the collection of a library. Three years later, by the secession of a part of the members, a rival society, the "United Fraternity," was organized on a similar basis. The competition for

members and the resultant strife ran high for many years, until in 1815 the college officers were compelled to interpose and order that henceforth each entering class should be equally divided between the two societies, the assignment being alphabetically made. A branch of the Phi Beta Kappa Society was founded here in 1787; other secret societies, or Greek letter societies, now sufficiently abundant, not being introduced till a much later period.

Soon after the accession of Dr. John Wheelock, tutorial instruction was exchanged for instruction by professors, with departments more or less defined. The first professorships were those of divinity, of languages, and of mathematics. Several of the early professors were men of mark. Professor Smith was a noted linguist, Adams was an able mathematician, a clear-headed teacher, and a man of rounded ability, Shurtleff was a man of remarkably keen intellect and bright wit, and Woodward, Ripley, and John Hubbard appear to have been men of fair ability. The college was also fortunate in having a strong board of trustees. And thus the long administration of the second Wheelock, thirty-six years in length, was marked by no small number of distinguished graduates in professional and public life.

About the year 1805 certain difficulties arose in the faculty, at first partly personal and partly ecclesiastical, but gradually assuming an administrative character and extending their influence to the board of trustees. The president became prominently involved. For ten years the breach widened. In November, 1815, a vote was passed by the trustees relieving the president from hearing the recitations of the senior class, because of his other "very multiplied and arduous duties." The president soon followed with the publication of a pamphlet entitled "Sketches of the history of Dartmouth College and Moor's Charity School," and with a petition to the legislature of New Hampshire for a committee "to look into the affairs and management of the institution," and requesting "such organic improvements and model reforms in its system and movements as, under Divine Providence, will guard against the disorders and their apprehended consequences." In the following August (1815) the trustees met and removed him from office on five several charges, the first of which was that the "Sketches" were "a libel on the institution." They elected Rev. Francis Brown as his successor. The committee appointed by the legislature reported in substance that there was no occasion for interference. Notwithstanding this report, the matter had now entered the arena of politics, and Governor Plumer the next year urged on the legislature the duty of thoroughly reconstructing the college. Alarmed at the prospect, three leading members of the board of trustees the same day on which they learned the exact provisions of a bill introduced into the house for that purpose, presented a remonstrance, in which, however, they proposed a compromise whereby the State councilors and senators and the speaker of the



house of representatives should constitute a board of overseers, coordinate with the board of trustees. Little attention was paid to the paper. The legislature proceeded to create a board of overseers, to be appointed by the governor and council, and increased the number of trustees from 12 to 20, depriving them of the power to fill vacancies in their own number. The name of the college was changed to "university." A penalty of \$500 was imposed on any person who should assume any office in the university except under these acts of the legislature. In the following February (1817) the State board of trustees met and removed four of the trustees who held office under the charter, together with President Brown and Professors Shurtleff and Adams. The university was organized by the appointment of Rev. William Allen as president and two professors, Nathaniel H. Carter and John Dean.

The majority of the old board of trustees, containing able lawyers, declined to accept the act of the legislature, the faculty declined to surrender their offices, and nearly all the students adhered to the old college. The trustees commenced an action in the county court of common pleas to recover their record books, treasurer's books of accounts, their original charter, and common seal. By agreement of the parties the case was carried directly to the superior court of New Hampshire, where it was argued before Judges Richardson (C. J.), Bell, and Woodbury by Messrs. Jeremiah Mason, Jeremiah Smith, and Daniel Webster for and Messrs. Sullivan and Ichabod Bartlett against the college. The decision was adverse to the college. The case was then carried up to the Supreme Court of the United States by writ of error. The full court of seven members, viz, Marshall (C. J.), Washington, Johnson, Livingston, Todd, Duvall, and Story, heard the arguments of Webster and Hopkinson for the college and of Holmes and Wirt (Attorney-General) against it. At the next term of the court (February, 1819), all the members being present except Mr. Justice Todd, the decision was rendered in favor of the college and in reversal of the decision of the superior court of New Hampshire. Justice Duvall alone dissented. Each of the other justices severally expressed his concurrent opinion with their reasons, three of them at considerable length. It is needless to say that this case became one of the most noted in the history of American jurisprudence. It was also the beginning of the national fame of Mr. Webster. The result was received with great joy by the friends of the college, and has since that time been looked to as the firm basis of all similar institutions and chartered rights. But the college was so exhausted and impoverished in the long and bitter contest that a letter is still extant in which Mr. Webster was obliged to dissuade President Brown from giving up in discouragement and surrendering the college to the State after the victory had been won. Dr. Brown, who had shown singular abilities and wisdom and had rendered very effectual aid to the legal

gentlemen in conducting the cause of the college, was worn out by the long-continued strain of toil and anxiety and lived but little more than a year after the rescue of the college. He left a most enviable reputation both for character and ability.

For about three years, during the continuance of the controversy, there were two institutions, the college and the university, working side by side, although the number of students in the latter appears to have been but a handful. At times the controversy on the ground waxed warm and looked formidable. An attempt was unwisely made one evening by the two university professors, accompanied by a band of villagers, to take possession of the society libraries. They forced the door only to find that the books had been removed and that they themselves were prisoners, surrounded by a strong force of college students, who, after receiving from them a promise that they "would do so no more," escorted them peacefully and respectfully to their homes. Professor Carter was very polite to his escort, invited them in, and "treated" them to wine and cake. These stormy times did not prevent the attendance and graduation of many able and prominent men. There still remain contemporary accounts of this foray upon the libraries, written by Rufus Choate and by a college friend of William Goodell, the missionary, who were then members of the college.

Dr. Daniel Dana, of Newburyport, was chosen as the successor of Dr. Brown, both in accordance with his earnest wishes and the general desire of the public. He with some hesitation accepted. But his health, previously delicate, proved inadequate to the cares and burdens thrown upon him in the weakened and distracted condition of the college. The change of environments still further depressed his spirits, and he resigned the office before the close of the year. He was urgently requested to recall his resignation, but in vain.

The six years' administration of Dr. Bennett Tyler was a time of recovery, growth, and consolidation for the institution. The faculty, though small in number, was strong in quality, having been reinforced by such men as Professors Oliver, Chamberlain, and Haddock. The last mentioned was the first professor of rhetoric in any New England college, and during his term of instruction he had no superior in any of those colleges. Dr. Tyler was a man of commanding personal appearance, an able teacher, an excellent instructor, a vigorous administrator, and a man of genial spirit, perhaps lenient in discipline. His term of service was marked by a season of uncommon religious awakening which changed the current of not a few active lives. He inaugurated measures by which two additional college buildings were erected—the first that had been built for a generation—Thornton and Wentworth halls. They cost about \$30,000, which was secured partly by the collection of unpromising debts, and perhaps one-half by special subscription, largely through the direct

efforts of Dr. Tyler. During these years also the standard of admission was raised, and the college curriculum considerably improved, especially in the direction of the natural sciences and literature.

The long administration of Dr. Nathan Lord was in many respects important and eventful. He brought to the office great intellectual ability, sagacity, dignity, administrative force, a conservative spirit in most respects, and a thorough religious experience. He was a man universally respected, even by those who differed from him most. He gathered around him a strong faculty, and impressed his own personality deeply on the young men. Reed Hall was erected for the better accommodation of the steadily increasing libraries; an astronomical observatory was built, the natural-history collections systematically increased and arranged, the number of instructors enlarged, and the funds somewhat augmented, though still very inadequate to the pressing wants of the institution. The Chandler School of Science and the Arts was founded, with much hesitation on his part. Some of the instructors gathered around him were men of rare scholarship and ability. The character and influence of the college were confessedly high. Under the urgent influence of Dr. Lord, who was guided by conscientious, if mistaken motives, the experiment was tried of abolishing the system of appointments and all college distinctions founded on scholarship, and for a term of years the commencement orations were assigned nominally by lot. The system was at length abandoned and the old system restored. A difference of view at last arose between the president and the constituency of the college, including its trustees and faculty, which was attended with unfavorable effects upon the patronage of the institution, and which hastened his resignation. From having been in earlier days almost in sympathy with the views, though not the movements, of the so-called Abolitionists, by some curious transformation growing out of his speculative theological opinions, he became, as it was understood, a defender of slavery. As the war went on, excited attention was turned to these views of Dr. Lord, and in July, 1863, a remonstrance from the Merrimack County Conference of Congregational Churches was laid before the trustees of the college. It raised the question whether the interests of the college did not demand a change in the presidency. The trustees passed a series of resolutions expressing their hearty condemnation of American slavery in its essence and its disastrous influences, and their hearty sympathy with the National Government in its struggles, together with their disavowal of the views which the president of the college "has published touching slavery and the war."

They also expressed the opinion that it would be unwise to take any further measures. Immediately on the passage of these resolutions, Dr. Lord, governed by that high sense of honor which had always marked his intercourse, retired from the session of the board, and soon returned with a written communication in which, while

protesting against the "test" to which he was subjected, he yet pleasantly and gracefully yielded to the force of circumstances and resigned his office. For seven years more he lived quietly at his home close by the college, and passed away respected and beloved by all who personally knew him.

Dr. Asa D. Smith, the successor of Dr. Lord, came with the ripe experience, the ready sympathies, and the earnest Christian spirit of a successful city pastoral work of twenty years. He was indefatigable in his efforts in every mode to advance the interests of the institution. He was peculiarly successful in reenlisting the sympathy of the Christian community. He drew young men to the college, and by his genial spirit gained their personal attachment. He exerted himself to increase the funds, and succeeded in securing a large number of scholarships and contributions toward a presidential fund, and was cognizant of important benefactions coming in later times to the college by will. The Thayer School of Civil Engineering was founded in his time, and by his active agency the New Hampshire College of Science and the Mechanic Arts was secured and brought to Hanover in connection with Dartmouth College. During the same period the gymnasium was erected, one of the best buildings of the kind then connected with the literary institutions; also Culver Hall, owned jointly by the college and the State of New Hampshire, and Conant Hall, the property of the Agricultural College. The number of students connected with the college and the associated institutions became greater than at any previous time. His incessant cares and labors resulted in nervous prostration, and compelled his resignation after thirteen years of service, and a few months later he passed away greatly lamented.

The incumbent of the presidential chair in 1891, Rev. Samuel Colcord Bartlett, D. D., LL. D., entered upon the office in 1877. Since that time the institution has made very satisfactory progress in various directions. The curriculum has been expanded in two modes: By the arrangement of a Latin-scientific course, in which the study of the Greek language is replaced by more of the modern languages and scientific studies, with the degree of bachelor of letters, and which is still more important by the introduction of a large number of electives and optionals throughout the junior and senior years and through a part of the mathematics of the sophomore year; also by a system of honors awarded for special excellence in particular departments of study. The electives are arranged, however, in consecutive courses. The number of instructors and the division of labor have been considerably increased. In place of 1 fully endowed professorship, as at that time, there are now 8, and 20 instructors in all connected with the college proper, while the total number of instructors connected with the whole cluster of associated institutions is 48. During the same interval more than \$600,000 has been added to the assets of the college, invested partly by the terms of gift in

buildings, but chiefly in productive investments. The buildings thus erected are four in number, all of them architecturally attractive, and some peculiarly so, the fireproof library building (Wilson Hall), costing \$65,000; Rollins Chapel, costing (with its memorial windows and organ) \$37,000; the Y. M. C. A. building, \$17,000; the Wheelock, \$30,000. About 20 scholarships have been added, making the total number somewhat more than 100. The last annual catalogue shows the entire number of students in the college proper and the associated schools to be 460, of whom 256 are members of the college proper.

The general catalogue, issued in 1890, presents the following exhibit:

Graduates of the college proper, 4,872, of whom 2,580 are deceased and 2,292 living; graduates of the Medical School, 1,676, of whom 831 are deceased and 845 living; graduates of the Chandler School of Science and the Arts, 397, of whom 52 are deceased and 345 living; graduates of the Thayer School of Civil Engineering, 46, of whom 3 are deceased and 43 living; graduates of the New Hampshire College of Agriculture and the Mechanic Arts, 136, of whom 6 are deceased and 130 living.<sup>1</sup>

While the graduates of the college have found their way, as a matter of course, into all the callings of active life, Dartmouth is recognized as having furnished especially strong contributions to the law, the ministry, and the teacher's calling. In this last-mentioned line it has been claimed (by the late Dr. S. H. Taylor, of Phillips Andover Academy) that the college has not only relatively but absolutely surpassed any other college in the country. A rapid examination of the last general catalogue shows at least 180 professors in colleges and professional schools and 37 presidents of colleges, and a great host of principals of academies and high schools and superintendents of schools in cities and States, and the first United States Commissioner of Education. More than 900 of its graduates have been preachers of the gospel, comprising, besides a considerable number of early missionaries to the Indians and a large number of home missionaries laboring on the frontiers in later times, some 31 foreign missionaries and 4 bishops of the Protestant Episcopal Church. It has contributed to public life, among others, 75 Members of Congress, 16 of them Senators, 5 cabinet officers, 5 foreign ministers, and more than 40 presiding officers of legislative bodies in ten different States. Its graduates of the legal profession have furnished to the Supreme Court of the United States 2 judges (one a chief justice), to the United States district and circuit courts not less than 20 judges and district attorneys, and to the supreme courts of the several States 48 judges (many of them chief justices), and to the superior, county, common pleas, municipal, and probate courts 74 judges. The patriotic character of the Dartmouth alumni has been made manifest in all the wars of the country since the foundation of the college. Though the records are

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<sup>1</sup>The foregoing and the following statistics represent the facts as they stood in 1891.

very incomplete in this particular, we find that in the very infancy of the institution 5 of the alumni were officers in the Continental army and 3 chaplains; there were 9 commissioned officers and 1 chaplain in the war of 1812; 5 officers in the Mexican war, and in the civil war a very remarkable representation. Here also the records are imperfect, especially in regard to classification; but it is certain that the alumni of the college proper contributed more than 260 to the service, of whom 119 were commissioned officers, 50 were surgeons and assistant surgeons, while 20 at least, and probably as many more, were chaplains. The Chandler School furnished 33, and the Medical School a large number, probably not less than 100, in addition to those already enumerated. The grand total would be more than 400, of whom 20 are known to have died in the service.

The present broad and liberal curriculum of the college can not be exhibited in the prescribed limits of this article, but must be learned from the catalogue. The requisitions for admission to the freshman class are as follows:

In Greek, Xenophon's *Anabasis*, four books; Homer's *Iliad*, two books; Greek grammar, including prosody; writing Greek, twenty exercises in Jones's *Greek Prose Composition*. In Latin, Sallust's *Jugurtha*, or *Catiline* (or *Cæsar's Gallic War*, four books, or *Cæsar's Civil War*, three books); Virgil's *Georgics* (or two books of the *Georgics* and the *Eclogues*), or Ovid's *Metamorphoses*, 4,000 lines, and six books of the *Æneid*; Latin grammar, including prosody; writing Latin, Abbott's *Latin Prose through English idioms*. In mathematics, arithmetic, including the metric system; algebra, to quadratics; plane geometry. In English the examination consists in the criticism of specimens of incorrect English, together with a short essay; correct in spelling, punctuation, division into paragraphs, grammar; expression, on a subject to be announced at the time and taken from a book previously read by the candidate. In history and geography, outlines of Greek history to the death of Alexander, and of Roman history to the death of Marcus Aurelius.

Candidates for the Latin scientific course are examined in the above studies, except Greek and Greek history, and also in one year's study of the French (or German), not less than 150 exercises, and in Guyot's *Physical Geography*.

A recent movement has been the action of the board of trustees proposing to the alumni to nominate five (of the twelve) members of the board, so arranged that one member shall be nominated (and elected) annually. This arrangement was proposed and adopted in June, 1891.

STATISTICAL NOTE, 1898.—President, William Jewett Tucker, D. D., LL. D.: number of professors, 50; number of students, 626; number of scholarships, 200; number of volumes in library, 75,000; number of pamphlets, 20,000; value of library and apparatus, \$100,000; value of grounds and buildings, \$500,000; amount of productive funds, \$1,500,000; annual income, \$95,000; gifts during the year, \$156,000. (Report to the Commissioner of Education for the year 1897-98.)

DARTMOUTH MEDICAL SCHOOL, WITH A BRIEF HISTORY OF MEDICAL  
EDUCATION IN NEW HAMPSHIRE.

By C. P. FROST, M. D., *DEAN of the school.*

Three plans of medical instruction have been in vogue in the history of our State and country.

First. That which existed from the settlement of the country till near the beginning of the present century, which was by a sort of apprenticeship to some physician in active practice.

Second. The plan which came into use with the establishment of medical schools in the first quarter of this century and extended quite considerably throughout the country. This was by adding to the first plan attendance on one or two short courses of lectures at the medical school.

Third. By requiring the entire study to be done at the medical school, substituting recitations in the place of lectures to some extent, adding required work in the dissecting room, in the chemical, physiological, and bacteriological laboratories, with a considerable amount of clinical teaching and hospital service. The work to be done in a regular order, certain parts of the work to be carried forward to a degree of completeness before the next department should be entered upon.

It is probable that but very few of the practitioners of medicine in New Hampshire before the beginning of the present century had received any medical education beyond what could be acquired by the first plan mentioned above. In the whole country, up to 1800, 212 degrees had been conferred. Dr. Toner says that "the colonists, at first, it would seem, rather preferred to patronize a medical man who was also a minister, farmer, merchant, or mechanic, in addition to being a physician." The young man who wished to become a physician in the early days of the State would associate himself with some man in his neighborhood who practiced the healing art. He would very likely care for the doctor's horses and do what might be considered menial service about the office, as well as compound medicine under the direction of his preceptor, and study the characters of the roots and herbs employed, as they were gathered from the fields and woods of the neighborhood. He must receive instruction from the mouth of the doctor for the most part, as books were very few and periodicals even fewer. He learned much more of the art than of the science of medicine. He cultivated habits of observation more or less closely, and after riding with his preceptor for a season he would undertake for himself to follow the methods of procedure with which he had become acquainted. No examination could have been required, as no medical societies or associations existed in the State prior to the formation of our State society.

With the establishment of the nation medical men began to recog-

nize the obligations resting upon them to develop in their own country the opportunities for a better education in medicine, so as to approach the advantages afforded in the mother country, which had been made of avail to a few of the physicians then practicing.

In 1764 the foundation of the present medical department of the University of Pennsylvania was laid in Philadelphia by the trustees of the College of Philadelphia. A medical school was organized in New York in 1768, which was not very successful, and was completely broken up on the occupation of the city by the British in 1776. No successful attempt at establishing a school in New York was made till 1783, and this school was discontinued in 1813. The Harvard Medical School was organized in 1783 and has ever since continued its work.

In this State the organization of the first efforts to give medical instruction was due to Dr. Nathan Smith, a graduate of Harvard Medical School in 1790, with the degree of M. B. He immediately thereafter settled in Cornish, N. H., and joined the New Hampshire Medical Society at the second meeting, in August, 1791. In August, 1796, he presented to the trustees of Dartmouth College, at their annual meeting, a communication in which he suggested the establishment of a medical school in connection with the college, agreeing, if the board would establish such a school and honor him with an appointment in it, that he would at his own expense go to Edinburgh, attend the several branches of medicine taught and practiced there, and return to the college and commence public teaching. The board received the proposition favorably. With Dr. Smith's consent final arrangements were postponed and were not fully made till 1798, at which time the trustees also conferred upon him the degree of M. A. He proceeded to Europe to fulfill his part of the proposed agreement, bearing with him a letter of credence from the college. He sailed from Boston, December 18, 1796, on the bark *Hope*, and arrived in Glasgow January 24, 1797. At Glasgow and Edinburgh he attended medical lectures for three months, and in April went to London, where he was diligently engaged in the hospitals and with eminent physicians for four months more, and then returned to Boston, September 10, 1797.

The first course of lectures at Dartmouth College was commenced by Dr. Smith November 22, 1797, in the northeast corner room, lower story of Dartmouth Hall. The next year the room adjoining this in front was appropriated to his use by the trustees, which he used for his lecture room, and No. 6 was used for his chemical laboratory. At the annual meeting in 1798 the medical establishment was formally voted, regulations for it were adopted, and the first class of four students was graduated, each receiving the degree of M. B.

Dr. Smith was assisted in the instruction of the medical students in the years 1798 and 1799 by Lyman Spaulding, M. B. He was



lecturer in chemistry. Aside from this help, until 1810 Dr. Smith gave all the instruction in all the departments of medicine. I can find no record of the number of students in attendance on the lectures in these years. There were graduated in the first twelve years, to 1810, 45 men with the degree of M. B. Such students in the junior and senior classes in college as chose to do so were allowed to attend the lectures by Dr. Smith. An anecdote given by Professor Hubbard may illustrate the interest developed by Dr. Smith's lectures on chemistry. He says that in 1810 President Wheelock came from Dr. Smith's lecture room to evening prayers in the college chapel, and in his prayers gave thanks substantially as follows: "O Lord, we thank Thee for the oxygen gas; we thank Thee for the hydrogen gas, and for all the gases. We thank Thee for the cerebrum; we thank Thee for the cerebellum and for the medulla oblongata."

Judge Chase, from whose forthcoming history I am permitted to derive many of the facts given here, says: "The prosperity of the department was from the first extraordinary. Harvard Medical School, with fourteen years the start, and with at least three eminent professors, graduated, in the thirty years between 1798 and 1828, 230 students of medicine. Dartmouth, during the same period, beginning with nothing and without funds, and sustained during the first twelve years by a single regular professor with casual assistance, graduated 340."

The degree of M. B. was the only degree conferred in connection with the medical school by the college till 1812. This was given after attendance on one course of lectures. Sixty-five persons received this degree. Several who had this degree subsequently took the degree of M. D. at Harvard or at Dartmouth, after attendance on a second course of lectures and passing an examination. Since 1812 the degree of M. B. has not been given.

The medical college was supported from the first by the fees paid by the students. These were \$50 for students not connected with the college and \$20 for members of the two upper classes in college. Dr. Smith received from the college for the purchase of apparatus, mostly chemical, in the first twelve years or more about \$600. The legislature of the State appropriated, in 1803, \$600 for the same purpose. In 1809 the State appropriated \$3,450 for the erection of the present medical college building, and in 1812 a further sum of \$1,217.14 to complete the payment for the building. In 1812 Dr. Smith was called to New Haven to organize the Yale Medical School, and severed his connection with Dartmouth in 1814. A larger teaching force was employed in the school from 1810, at which date Dr. Cyrus Perkins became professor of anatomy and surgery and held the chair till 1819, when he was succeeded by Usher Parsons, who held the chair till 1822, when R. D. Mussey took it and held it till 1838. In 1814 R. D. Mussey succeeded Nathan Smith in the chair of theory and

practice and held it till 1820, when he was succeeded by Daniel Oliver till 1836, when John Delamater took the chair for two years. Dr. Mussey was also professor of materia medica and therapeutics from 1814 to 1820, when Dr. Oliver took the chair and held it till 1834. Dr. Mussey took also obstetrics in 1814 and held it till 1838. Rufus Graves lectured on chemistry in 1812 to 1815; Daniel Oliver from 1815 to 1816; James Freeman Dana from 1816 to 1826; Rev. B. Hale from 1827 to 1835, and Prof. O. P. Hubbard from 1836 to 1883. In 1838 Dixi Crosby became professor of surgery and taught that subject till 1868. Dr. Delamater also had obstetrics and materia medica from 1838 to 1840, when Dr. Crosby took obstetrics and held it till 1868, Dr. Joseph Roby taking materia medica, with theory and practice, in 1840 and 1841, Dr. Phelps taking materia medica in 1841 and teaching that till 1849, when he was succeeded by Dr. Albert Smith, who held the chair till 1870, when Dr. H. M. Field took it. Dr. O. W. Holmes held the chair of anatomy and physiology from 1831 till 1840, when Dr. E. R. Peaslee took it and held it till 1869, when he was succeeded by Dr. L. B. How. Dr. Elisha Bartlett was professor of theory and practice from 1831 to 1840, when Joseph Roby followed him till 1849. Dr. Phelps succeeded him and occupied the place till 1871, when he was followed by Dr. C. P. Frost, who now holds the position. Medical jurisprudence was first taught by Dr. S. W. Williams in 1831 to 1840; then by Dr. Phelps from 1841 to 1842; by Judge Joel Parker, 1847 to 1857; by Judge I. F. Redfield, 1857 to 1861, and by John Ordronaux, 1864 to the present time. Diseases of women and children was taught by Dixi Crosby from 1841, in connection with obstetrics, till 1870; by Dr. Peaslee from 1870 to 1873, when he had the chair of gynecology till 1878. He was succeeded by Dr. Munde in 1881, who now holds the chair. In 1871 Dr. Dunster took the chair of obstetrics and held it till his death, in 1888, when he was succeeded by William Henry Parish, the present incumbent. Dr. W. T. Smith took physiology from Dr. How in 1885, and now holds the chair. Dr. A. B. Crosby succeeded his father, Dr. Dixi Crosby, in 1871, having been associated with him since 1863. He died in 1877, and was succeeded by Dr. P. S. Conner in 1878. Prof. E. J. Bartlett took chemistry in 1883 and still holds it.

During the trouble between the college and the university two medical schools were maintained for a time, though no serious clashing between them ever arose. When the college case was decided a reorganization and enlargement of the teaching faculty took place. An attempt was made about this time to establish a medical school at Concord, to be more directly under the control of the legislature, from which an appropriation was sought. A somewhat eccentric Scotchman, Dr. David Ramsay, was a leader in this movement. He had been a surgeon in the United States Army and had given a course of lectures at Dartmouth on anatomy in 1808, illustrated by plates,

skeletons, etc., with which he traveled about the country, giving lectures as opportunity offered. This project was defeated.

In 1820 the New Hampshire Medical Society voted that the society annually appoint two delegates to the Medical Institution at Dartmouth College, "whose duty it shall be to attend, at the close of the lectures, the examination of candidates for medical degrees, to assist in those examinations, and also, as representatives of the society, to sign the diplomas of the medical graduates, provided that this measure be acceptable to the trustees of the college." The college trustees, at their meeting in August of that year, voted "that the measure is acceptable to this board, it being understood that it shall never subject this board to any expense." This recognition of the interest of the Medical Society has been kept up, with much pleasure and profit to the parties interested, to the present time. For some years past the State Medical Society of Vermont has also sent delegates. No medical student has been allowed to receive his diploma without the assent of the delegates of these societies, who come as the accredited representatives of the medical profession in these States.

No requirements as respects fitness for undertaking the study of medicine by previous education were made, so far as I can discover, until 1875, when the faculty voted that applicants for admission must be 18 years of age, and, unless already matriculants or graduates of some reputable college, academy, or high school, must pass an examination as to their fitness for entering upon and appreciating the technical study of medicine. As the State society's requirement for the student entering the office of a physician to begin the study of medicine was that he should be fitted to enter the freshman class in Dartmouth College, it was thought unnecessary to require anything on his entrance to the medical college.

As has been already said, attendance on one course of lectures was all that was required to obtain the degree of M. B. Two courses were always required for that of M. D., together with a successful examination and the presentation of a thesis. In the first decade of the school 53 per cent of the graduates were also graduates in arts; in the second decade, 32 per cent; in the third decade, 9 per cent; in the fourth, 7 per cent; in the fifth, 13; sixth, 14; seventh, 10; eighth, 9; ninth, 12. Previous to 1820 I find no record of the number of students in attendance on the lectures. Since that date the numbers in the next thirty-five years ranged from 63 in 1842 to 106 in 1834, averaging nearly 86. Since that date the average has been somewhat less. For at least seventy years there has been maintained a school for medical instruction, by way of recitation with dissection, and at times some work in the chemical laboratory. In 1821 the attempt was made to combine lectures and recitations and to continue the session for nine months, for a fee of \$40. This was continued for two years only, I think, when the faculty returned to the

former plan, of lectures in the autumn months and recitations in the winter and spring. Schools for medical instruction by recitation have also been maintained in Manchester and Concord, and possibly elsewhere, for longer or shorter periods. Clinical instruction at the college has been of rather limited amount, as the supply of available material has never been very large. Teachers in special departments of medicine have been from time to time added to the faculty, as the demands of an advancing science of medicine have been recognized. Since the establishment of the college the medical student has had instruction from the preceptor, from whom he could often derive but little help in acquiring scientific knowledge, but could learn a good deal of the art of medicine. This teaching, supplemented by didactic lectures from men engaged in the active practice of the profession, with the aid derived from larger numbers of books, and some better ones, has had much to recommend it, especially in the way of developing men of a good deal of practical ability, self-reliant and useful. It is also to be recommended on account of its comparative inexpensiveness, a matter of great consequence to the young men of our State who study medicine, as the majority are abundantly blessed with poverty. The work done with the preceptor has grown less and less, as the rule, as the years have passed. This has resulted very largely from the fact that the opportunities for learning from books and periodicals have been greatly increased, and further from the fact that longer terms at the medical college have seemed to diminish the necessity for this kind of teaching. In many instances the work with the preceptor simply amounts to registering the name in his office, that he may at length secure from him the required certificate of time spent in medical study under his direction which is needed for graduation. This kind of work involves little expenditure of money and results in but little benefit. Study is done, when done at all, in an unmethodical, spasmodic manner, and the lack of knowledge, when the student comes to what he wishes to be his last course of lectures, is made up, so far as it can be made up at all, by most intense cramming, with the dread of rejection ever before him. It has often happened that the student has done nearly all the real work of preparation for his profession within a year, and possibly in less time even than that. The general result has been that the young doctor began his professional work with a very inadequate fitness for it, an unfitness that has appeared greater and greater as the science of medicine is more and more developed. The subsequent progress of the young man would depend on his realization of his deficiencies and his making up for them by careful study of such cases as he would be called to treat, and perhaps upon his supplementing his study by attendance on post-graduate clinical courses in the city.

The third plan named, and the plan which the present condition of the profession evidently demands, has never been required in this

State, although the conditions have been realized in many instances in a large degree by the aid of the recitation term, which is that of placing the student in close relation with professional teachers through the whole of a three or four years' course, and requiring a graded course of study, finishing and passing examinations upon the first year's study before undertaking the work of the second, and so for the following years, as is done in any college course; clinical instruction to be combined with didactic when the student was qualified by study of principles to understand their application; laboratory work to be given in its proper place and for a proper time, and all to be supplemented by hospital work, in which the student may learn the art of medicine to reinforce his acquaintance with the science. This plan has up to the present time been adopted by few schools, but more are almost monthly coming into it. Four years of study and three courses of lectures are the present advanced requirement. This involves an expenditure of time and of money so great that it doubtless keeps some men out of the profession who would otherwise greatly adorn it. The probable result, so far as the money receipts of the schools are concerned, will doubtless be a diminution of their amount. That the fees may be kept down to the means of the student, and at the same time that the revenues of the school may be adequate to secure the services of thoroughly qualified teachers, it is essential that the schools should have endowments, as has always been the case with higher schools of learning, except the medical schools. There will also be need of money for thorough equipment of laboratories. The education needed to qualify the student to undertake this advanced work to good advantage will surely be as comprehensive as that set by this society one hundred years ago. A strong plea has been put forth lately by the secretary of the most active State board of health for a year of preparatory work for medical study, to be spent in the biological laboratory. These are the ideal requirements. It is probable that they can not be fully met at present. Indeed, there is a demand and an increasing one for physicians for localities where the remuneration must be small and the work very hard—locations where the physician who has qualified himself for his work can not get an adequate return in money for the capital in money which at present he must invest in preparation, to say nothing of time. The population of the farming towns is steadily decreasing, as is also the wealth of the towns. The inhabitants require the service of the physician—which has been rendered cheerfully for very moderate remuneration—for pay that has not advanced much, if at all, in many places in the last twenty-five years. It bears no proportion to the advance in the wages of unskilled labor. These places must have doctors of some sort, and if the school will furnish them as good men as it has done in years past it will do humanity a

great service. This surely can not be done with increased demands on the time and money of the student. The country medical school has done good and valuable work in the past, and its work is as much as ever needed. If it is to live and do the work now reasonably demanded, it, as well as the city school, must have reasonable endowment.

#### THE CHANDLER SCHOOL OF SCIENCE AND THE ARTS.

The Chandler School of Science and the Arts was founded by Abiel Chandler, a native of Concord, N. H. He had labored on a farm till he was 21 years of age, after which he fitted for Harvard College, where he graduated in 1806. For eleven years he was a teacher, and then entered mercantile life in Boston, in which he continued more than a quarter of a century as a member of the firm of Chandler, Howard & Co. By his last will he bequeathed \$50,000 to endow the Chandler School and made the New Hampshire Asylum for the Insane his residuary legatee.

His reason for founding such an institution is thus stated by another:

When he became a merchant, he saw himself, though a scholar, ignorant, to a great extent, of the methods of mercantile life, whereupon he set himself to a new variety of learning. He gained it, and with it gained a fortune. But he saw other men around him, in different spheres, suffering, as he had done, from a similar want of knowledge—mechanics, traders, shipmasters, artisans, farmers, laborers.

Mr. Chandler very distinctly expresses in his will this design of the foundation, viz, "instruction in the practical and useful arts of life," "such branches of knowledge as may best qualify young persons for the duties and employments of active life." His intention was further indicated in the provision that "no other or higher preparatory studies are to be required in order to enter said department than are pursued in the common schools of New England," and that "in order to extend to the whole community, as far as is practicable, the benefits of said school, I consider it indispensable that the fees for tuition be kept low."

The full statement of the purpose and scope of the school is contained in the following extract from Mr. Chandler's will.

For the establishment and support of a permanent department or school of instruction in said college in the practical and useful arts of life, comprised chiefly in the branches of mechanics and civil engineering, the invention and manufacture of machinery, carpentry, masonry, architecture, and drawing, the investigation of the properties and uses of the materials employed in the arts, the modern languages, and English literature, together with bookkeeping and such other branches of knowledge as may best qualify young persons for the duties and employments of active life; but, first of all and above all, I would enjoin, in connection with the above branches, the careful inculcation of the principles of pure morality, piety, and religion, without introducing topics of controversial theology, that the benefits

of said department or school may be equally enjoyed by all religious denominations without distinction. No other or higher preparatory studies are to be required in order to enter said department or school than are pursued in the common schools of New England.

The fund was conveyed to the trustees of Dartmouth College for the above-mentioned use, and also by the will of the donor a self-perpetuating board of visitors was established, the original members, John J. Dixwell and Francis B. Hayes, having been appointed by him. The institution was organized in the year 1852, by the name of the Chandler School of Science and the Arts. The course of study was at first limited to three years, but has since been extended to four. The classes are named in the order of their rank, the first, second, third, and fourth classes.

The limitations prescribed in Mr. Chandler's will necessarily govern both the curriculum and the terms of admission. The present requisites for admission, fixed at the highest point admissible, are English grammar, arithmetic, physical and political geography, American history, physiology, algebra to equations of the second degree, and plane geometry. As to the curriculum in its aim and range, Mr. Chandler's instructions were still more explicit, although some discretionary judgment is provided for in the mention of "such other branches of knowledge as may best qualify young persons for the duties and employments of active life." Students of the Chandler School are subject to the laws of Dartmouth College, so far as applicable to them.

The institution was opened with 17 students in 1852. The present number is 63. Its fund has been increased, chiefly by the bequests of the late Prof. John S. Woodman, until it is not far from \$150,000. It has one annual and three permanently endowed scholarships. The permanently appointed faculty at present consists of the president, four professors, and a tutor, besides whom other teachers give instruction in particular studies from time to time. The whole number of graduates from the beginning is 397, of whom 345 are supposed to be living. Thirty-three of its graduates served in the civil war, of whom 3 died in the service. So far as returns could be obtained for the general catalogue of the present year (1890), 77 of its graduates report themselves as manufacturers, business men, merchants, and clerks; nearly 40 as teachers, including 6 professors and tutors in the Chandler School and 6 elsewhere, 2 superintendents of schools, and a principal of the normal school of New Hampshire; more than 30 lawyers, including 1 judge of the circuit court of the Cherokee Nation and 1 judge of the supreme court of New Hampshire. Fifty-three are reported as engineers, of whom 15 graduated as civil engineer from the Thayer School of Civil Engineering in Dartmouth College; 6 as physicians, 12 as farmers, 3 as preachers, 3 as journalists, and others in a variety of pursuits.

## THE THAYER SCHOOL OF CIVIL ENGINEERING.

By Prof. ROBERT FLETCHER, *Senior Professor of the School.*

The Thayer School of Civil Engineering owes its existence to the late Brevet Brig. Gen. Sylvanus Thayer, United States Army, who was graduated from the college in 1807 and became a distinguished officer in the Corps of Engineers. His reorganization of the United States Military Academy, and notably successful administration from 1817 to 1833, gave that institution its world-wide fame and gained for him the affectionate title, "Father of the Military Academy."

Foreseeing the great demand for a high order of technical education, especially for the training of civil engineers, he gave to the trustees of Dartmouth College, in 1867, a fund which he soon afterwards increased to nominally \$70,000, under stringent conditions. The requirements for admission were to be very high, including, besides the branches taught in the common schools, algebra, geometry and mensuration, trigonometry, compass surveying, descriptive geometry and geometrical drawing, analytical geometry, differential and integral calculus, elementary mechanics, a full course of elementary physics, elements of inorganic chemistry, meteorology, and physical astronomy. To these bookkeeping has since been added. These requirements were specified at considerable length in a "programme" of 200 octavo pages, which is sent to prospective applicants as a guide in preparation. The curriculum of the school is thus raised to the plane of a so-called "post-graduate" course. The conditions of the gift and limitation of resources have restricted its scope to the branches of "civil engineering" exclusively. Under these circumstances the number of students is limited to a few picked men, who are given the advantage of close personal contact with their instructors.

The general management of the school, approval of courses of study, determination of the qualifications of the candidates for the degree, and (with the approval of the trustees) the appointment of the instructors, is vested in a board of overseers, of which the president of the college is the head and only resident member. Of the four other members one, Prof. O. P. Hubbard, of New York, was long identified with the college, and the other three, Gen. George L. Andrews and Prof. P. S. Michie, of the United States Military Academy, and Gen. John C. Palfrey, of Boston, were officers of the United States Corps of Engineers.

The school was organized in January, 1871, by Prof. Robert Fletcher, then instructor in mathematics at the United States Military Academy, and has since continued under the same direction. The high standard has secured students of more than usual maturity, the average age of those received being above  $23\frac{1}{2}$  years on admission. Of the entire number admitted 46 per cent are graduates of scientific courses in two colleges, 27 per cent are graduates of classical courses in three



colleges, and 27 per cent made special preparation in high school or college. These have come from nine States of the Union and from Canada. Not quite 20 per cent had previous employment in civil engineering, amounting in some cases to several seasons. Of those admitted less than 3 per cent could not continue for lack of ability, and 16 per cent entered upon professional employment after taking only half the course, in most cases from lack of means to continue. Out of the 60 graduates and nongraduates, 54 went immediately into the practice of civil engineering, 2 became astronomers, 2 began teaching, 1 went into manufacturing, and 1 into meteorological work with the late Prof. Elias Loomis. At present 42 are actively engaged in civil engineering. Of these 14 are employed in the designing and construction of bridges, 3 being at the head of the bridge departments of important railway systems, and 4 the designing engineers for well-known bridge companies. Seven are in private practice under their own names, and the others are engaged in railway, hydraulic, and mining engineering. Adding 5, who are professors of civil engineering, gives about 80 per cent still in the profession. Five are in various lines of business, 1 is in the Congregational ministry, 1 is astronomer at the United States Naval Observatory, and 1 is professor in the United States Signal Service. Five are deceased.

The course of study and practice extends through two years, under direction of the senior professor and one associate, who give their time exclusively to this work. There are twelve consecutive courses of study, of which the following is a brief summary:

A and B. *Instruments and operations of surveying and location.*—Thorough study of the construction and adjustments of compasses, transits, levels, theodolites, plane table, barometers, polar and rolling planimeters, and other instruments used in field and office, and of the theory and methods of operation; practice in the measurement and location of lines, angles, and areas in land surveying, triangulation, topography, hydrography, mining, and city surveying (theory only), and limited practice in geology and practical astronomy, including location of meridian and determination of latitude and time; laying out simple, compound, and taper curves for railways, and cross sectioning for earthwork. Nearly all of the first four months—August to November, inclusive—is devoted to practical work in these branches. All the necessary office work of “adjustment” and comparison of observations, computation, platting, and estimating, by the most approved methods, in connection with the preceding.

C. *Mechanics and general applications.*—A full course in analytical mechanics, deferring mechanics of fluids; principles of graphical statics; applications in “mechanics of engineering;” elements of mechanism.

D. *Nature of materials.*—Physical and chemical properties, analysis, sources, and preparation of all materials used in construction,

including a course on mineralogy and metallurgy of iron, steel, copper, aluminum, etc.; mechanical properties considered analytically and by experimental data.

E. *Fundamental applications of materials*.—Special forms of structural elements, including study of stonecutting, carpentry, structural iron and steel and workshop appliances; masonry and foundations, nomenclature, principles, methods, and appliances; theory and practical data for retaining walls and arches; estimates, specifications, and contracts.

F. *Roofs and bridges*.—Trusses, arches, and suspension bridges, mathematical and graphical analysis of stresses; study of details and methods of erection and maintenance; tours for inspection of structures; designing.

G. *Rockwork, tunneling, and mining*.—Outlines of geology; explosive agents, manufacture and chemical theory of, and methods of application in blasting; special appliances and methods in subterraneous and subaqueous works.

II. *Highways and railways*.—Surveys, construction, maintenance, and operation, leading principles and practical details, including studies of roads, streets, and pavements, and the theory of economic railway location and administration.

I. *Hydraulic engineering*.—Dynamics of fluids and data of hydraulics; collection, storage, and distribution of water, essential principles and methods; hydraulic motors, theory, construction, and operation of the most important.

J. *Heat and heat engines*.—Principles of thermodynamics; fuels and principles of combustion; steam; heat engines, construction and operation of typical forms; application of laws.

K. *Sanitary engineering*.—Drainage and sewerage, systems and appliances; governing principles and considerations affecting the public health; heating and ventilation.

L. *Rivers and harbors*.—Principles relating to improvements, surveys, and observations; constructions for various requirements on rivers and coasts, methods and means of procedure.

During the first year attention is given to courses A, B, C, D, and parts of E and F, giving the student sufficient preparation to act as a capable assistant to an engineer in field or office.

For instruction, the principal reliance is upon carefully selected treatises by the best authorities, requiring close study from the student, and frequent recitation and conference with the instructor. Considerable time is devoted to field work, drawing, and computation under the immediate supervision of the instructor. Collateral reading is assigned in the writings of eminent engineers, in books, technical journals, and transactions of engineering societies. This is followed by suitable discussion. A proper system of indexes and references to technical literature is inaugurated. Lectures are given

but sparingly, and only when there is no better way of presenting the subject. The aim is to teach only essential principles and methods, requiring close personal application on the part of the student, and giving but passing notice to that which can be properly learned only by experience. There is no pretense of making specialists or experts, which can not well be done by any school; but the purpose is to build, upon a large preparatory training, a broad foundation upon which each must erect for himself the edifice of professional knowledge and attainment. During the summer recess professional employment is secured whenever practicable. More than 60 per cent of the students have thus gained both remuneration and valuable experience between the courses of the first and second years. In some cases men have retained situations through an intermediate year, to that extent deferring the completion of their course. Tours for the inspection of works are made occasionally, under conditions favorable for instruction—more frequently into adjoining districts, more rarely as far as New York, Boston, or other centers. Oral examinations are held about the middle and at the end of the school year and at such other times as the occasion demands. Before graduation a final thesis or project is required and a final examination before an examining committee and the board of overseers. The degree of civil engineer is conferred by the trustees on recommendation of the board of overseers.

Would-be applicants are urged to secure a broad preparation in the general culture of a full "classical" or "scientific" course in college.

There is no provision for pecuniary aid and no one is received for advanced standing.

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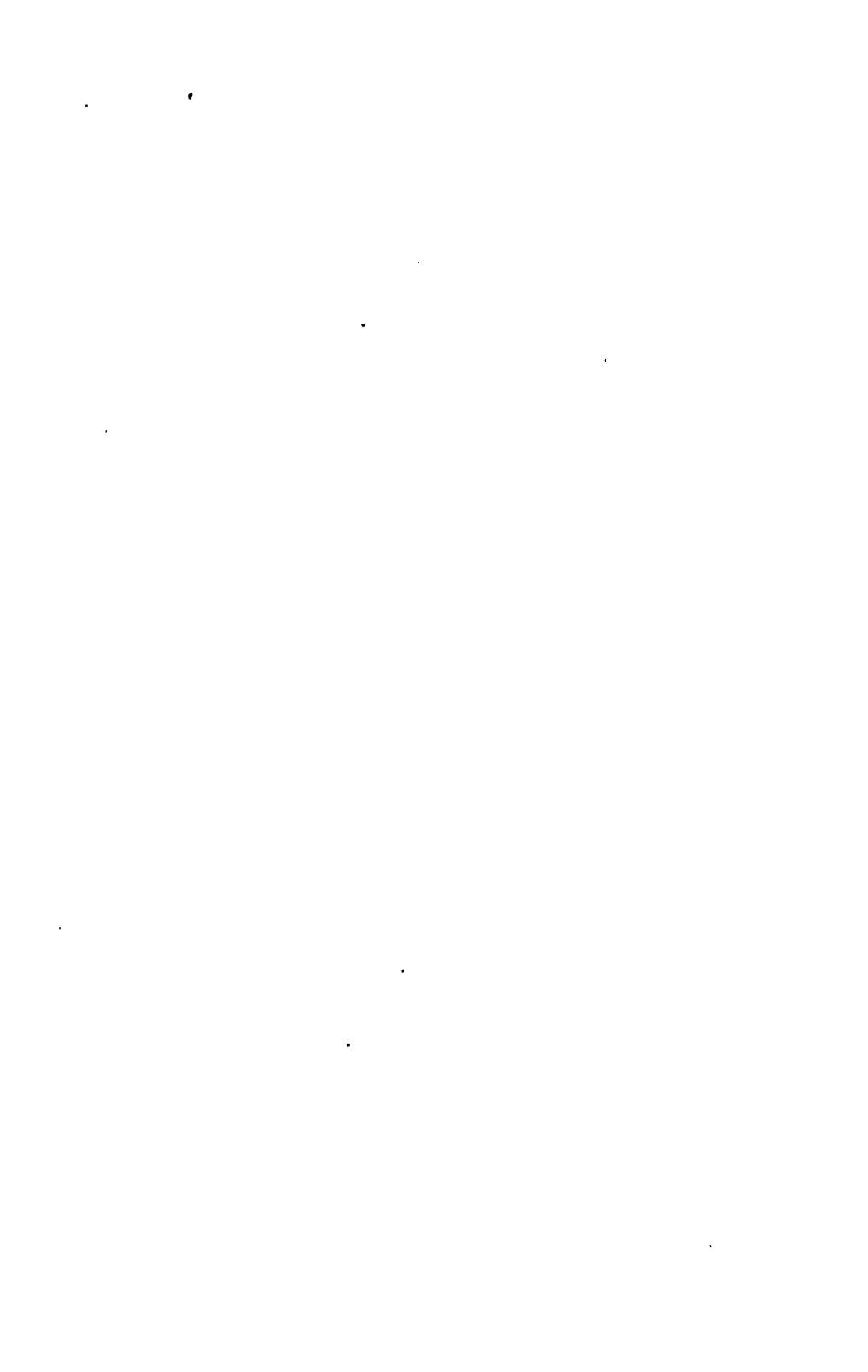
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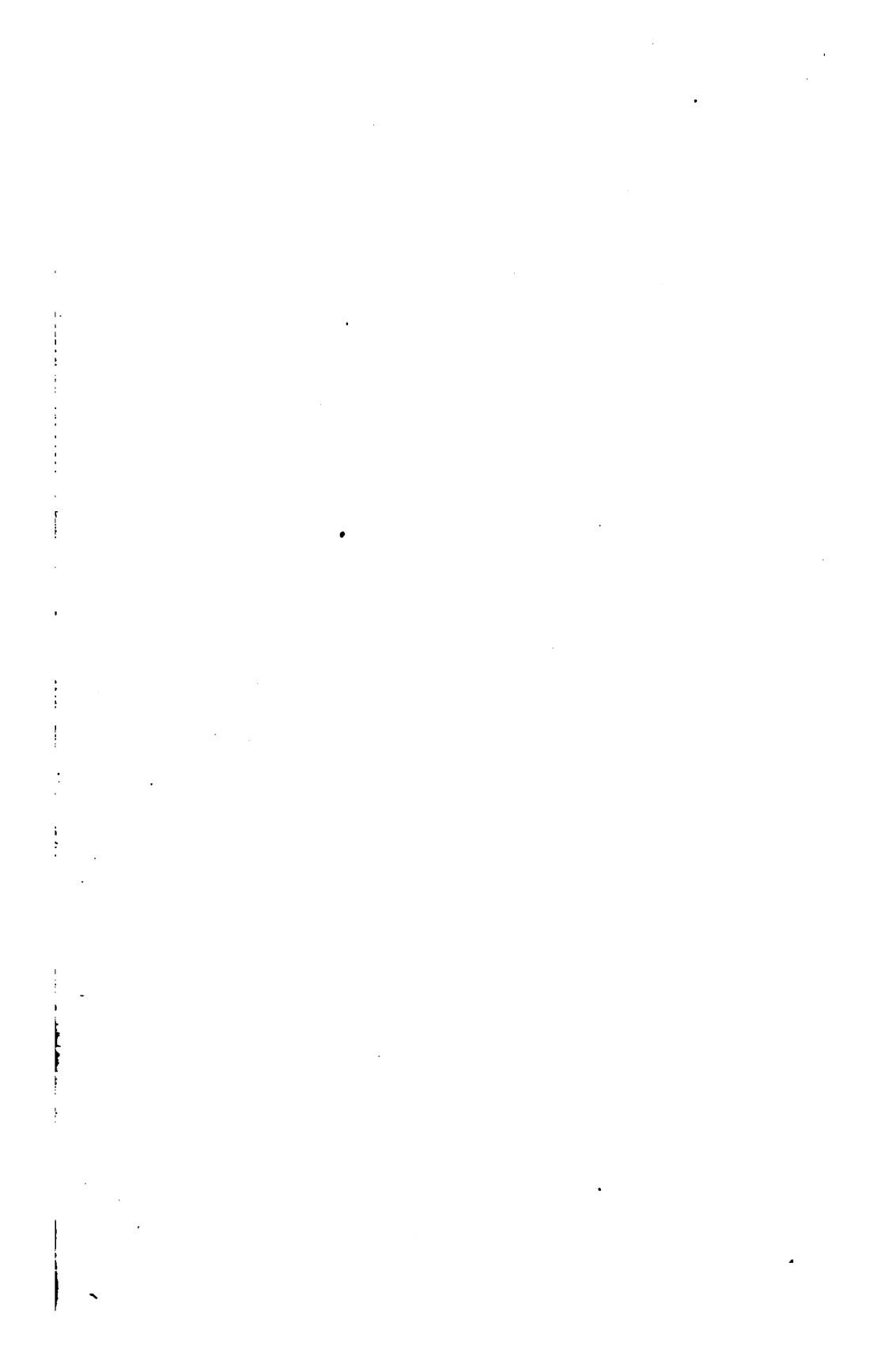






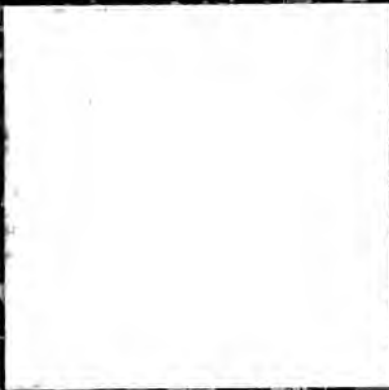












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